

# RECREATION

*Formerly* THE PLAYGROUND

— January 1934 —

PERIODICAL ROOM  
GENERAL LIBRARY  
UNIVERSITY OF MICHIGAN

New York Committee on Un-American Activities

Publicizing Leisure Time Activities

By Honorable Alfred E. Smith

Music As a Leisure Time Activity

By Harold Bauer

The Young Man and the Leisure Time

By Frederic M. Thrane

Leisure and Crime Prevention

By Henrietta Addison

Volume XXVII, No. 1

Price 25 Cents

# RECREATION

Published by and in the interests of the National Recreation Association  
formerly named Playground and Recreation Association of America

Published Monthly

at

315 Fourth Avenue, New York, N. Y.

Subscription \$2.00 per year

RECREATION is on file in public libraries and is indexed in the  
*Readers' Guide*

## Table of Contents

	PAGE
Publicizing Leisure Time Facilities, by Honorable Alfred E. Smith	451
The Young Man and His Leisure, by Frederic M. Thrasher	452
Leisure in Its Relation to Crime, by Honorable Edward T. Mulrooney	457
Leisure and Crime Prevention, by Henrietta Additon	458
Leisure and Mental Hygiene, by George K. Pratt, M.D.	460
The Place of Drama in Leisure Time Life, by Milton Smith	462
Music As a Leisure Time Activity, by Harold Bauer	464
The New Leisure and the School, by Harold G. Campbell, Ph.D.	466
Parks and Leisure Time, by John E. Sheehy	468
The Extension of the Work of Settlements Through the Public Service, by Mary K. Simkhovitch	469
Leisure and Creative Art, by Mabel Leslie	470
The Leisure Time Services of the Jewish Community Center, by Judge Irving Lehman	471
Activities for Women, by Margaret Webster	473
Activities for Men, by Cleveland E. Dodge	475
Leisure Time Activities of Catholic Agencies, by Victor F. Ridder	477
Facilities for the Leisure of Young Women, by Teresa M. Fields	478
Leisure Time Principles	480
Our Public Libraries and the New Deal, by Sarah Byrd Askew	481
World at Play	484
Magazines and Pamphlets	494
New Books on Recreation	495

Entered as second-class matter June 12, 1929, at the Post Office at New York, New York,  
under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in  
Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Copyright, 1933, by the National Recreation Association

## Am I "My Brother's Keeper" in Recreation?

I AM NOT. And yet. My brother and I both may have no possible chance to play baseball, tennis, golf, except as all of us together through our government provide the places. Recreation is individual—what is one man's meat is another man's poison. I loathe croquet with unreasonable prejudice and I know my prejudice is unreasonable. Croquet may be a perfect game—but not for me. Probably my attitude is just one way of asserting my individuality.

Am I my brother's keeper in recreation? I am not. And yet. Society must expose boys and girls and older people, too, to various activities, give them an opportunity to obtain skill, so that they can each individually know what are *their* forms of activity which give pleasure and which do not.

Many recreation activities require groups of persons. Society must take the leadership in giving persons an opportunity to come together, if they wish it, at a given time and place for a choral society, glee club, orchestra, dramatic club, basketball team. Even in the adult group the bully is present. One is to be forced into this activity or that, willy nilly. A certain moderate amount of leadership is essential, even with adult groups, to keep freedom for individuals to do what they really want to do.

Why bother with recreation—with leisure time activities—let each man look after himself. Let each man find out what he wants to do and do it.

The depression has revealed thousands of men out of employment with all the time in the world, but utterly unprepared to make any use of free time. There are many resourceful men who have trained themselves in hobbies and special skills and have ten thousand things they want to do. These need little help from anyone. Great numbers of the unemployed, however, have lacked confidence in themselves for any special free time recreation activities because they have acquired no special skills, few special interests, because they have had no special preparation for leisure.

Keeping one's soul active is even more important than keeping one's body alive; for a dead soul is not much use even in a live body. If society has any responsibility for keeping my brother's body from starving—then I have equal responsibility for keeping his soul alive, or rather for setting an atmosphere, giving him the opportunities which will enable him for himself to keep his spirit alive.

And yet. Such is the tendency in human nature for standardization that it is most essential there be no forcing of any individual in his recreation. Here more than anywhere else there must be respect for individuality and rigorous discipline in holding back from trying what will make any two persons more alike. The wealth of the world is in preserving the essence of each person's personality.

We are each other's keepers in our leisure hours—in keeping out of each other's free time as well as in coming in; we are each other's keepers in our recreation because we all need comradeship in recreation activity just as birds need the sky and fish the water. We need to be each other's keepers to the extent that we all learn the rules of the game of cooperative human intercourse through recreation—how to be active together without boring, without intruding, without breaking down each other's atmosphere; how to lead one moment, how to follow the next.

Recreation in certain of its forms is very high in human intercourse values. Its skills are at least equally great with skills in work and experience in worship.

Much of recreation skill must be "caught," not "taught," but the art of recreation, the art of living when one is not earning one's bread, is so high a form of art that it is worth while for individuals to put forth every effort to acquire skill in cooperative recreation living.

HOWARD BRAUCHER.







# Publicizing Leisure Time Facilities

By Honorable ALFRED E. SMITH  
Former Governor of New York State

I AM INFORMED that the purpose of the hearing is to devise ways and means by suggestion as to how to make better use of the spare time that is afforded to our workers generally under the provisions of the National Recovery Act providing for a cut in the weekly hours of employment.

Of course, I have no notion, and I don't think the Committee has, that we can direct anyone as to what he is going to do in his spare time. I don't think that you could get very far with any such suggestion as that, but what I believe we could do would be to offer them facilities for recreation, education, or entertainment of an educational character. Certainly we could make use in the night time of some of our very beautiful school buildings with their facilities, provided, however, that we are in possession of sufficient funds and can explain the benefit to be derived either from lectures or from study in the school houses. I believe, too, that amusement of an educational character might be offered in the evenings at the Metropolitan Museum of Art, the Museum of the City of New York, the Museum of Natural History, or, if they are inclined to study fish, at the Aquarium. Unless something of that kind is done and sufficient publicity given to it so that it will be pretty generally understood, this extra time will be used as has most of it in the past, and I think we can safely say, without reflection upon the intelligence of the great mass of our people, that they idle that time away.

I believe you will probably have to have the cooperation of the state and of the city as well as of the trustees of these various public and quasi-public educational institutions in order to map out a program. It will be necessary to have a program and it will be absolutely neces-

sary to give it a great deal of publicity because people will not know about it unless that is done. In small communities it is all right. I remember in Albany during the period immediately following the war they carried on for a long while some of the activities that they had in the evenings while the war was on, evidently with the intent of taking the minds of the people off the general conditions abroad where there were so many American boys being sent to the front. They had community choruses, and I found those promoted a very healthful neighborhood influence. They gave people a chance for wider and broader acquaintance and made them feel that after all there were some forms of amusement that they could get real pleasure out of without being compelled to pay for it.

In New York, however, there are difficulties on account of our size and our population and the diversity of our groups and the distances between places of residence. Unlike the small cities and the large villages of the state, we have that problem to contend with, and for that reason I urge again the necessity for a very intensive campaign of understanding as to just what this is all about before we can get anywhere with it.

I like the idea of making use of the armories. That could be arranged with the state through the National Guard. They remain idle a large part of the time. There has always been a feeling against renting armories for public purposes because it brought the state into competition with the owners of halls and public places of assemblage that were paying taxes, but certainly for this purpose there could be no objection on the part of the State so far as I can see.

Then, of course, there is a  
(Continued on page 485)

In the December issue of RECREATION we published a number of the addresses delivered at the first hearing of the New York Committee on the Use of Leisure Time held on November 16th. This was followed by three other hearings. We present here some of the evidence given at the later hearings. The plan has not been to publish the addresses in their chronological order, but to attempt to give a cross section of leisure time interests and of the agencies which are promoting them.

# The Young Man and His Leisure

By FREDERIC M. THRASHER

Professor of Education  
New York University

**S**TUDIES and observations in Chicago, New York and other American cities have led to the definite conviction that the unwise use of leisure time by young men from sixteen years of age to the early twenties is responsible for an important proportion of serious crime in America.

In the first place, it is responsible for much crime committed by actual members of this age group. Young men in this age group contribute a much larger share to serious crime in New York City than their numbers in the general population would warrant. This has been shown to be true by the Sub-Commission on Causes of New York State Crime Commission, which made a study of the 16 to 20 year old group of offenders for New York City in 1929. The police have often pointed out that a large number of felonies and serious misdemeanors, especially crimes of violence, are increasingly the offenses of boys in their late teens and early twenties.

In the second place, the unwise use of leisure in this age group is responsible for much adult crime because it is in this period of late adolescence that criminal experiences have a hardening effect and prepare the way for demoralizing habits and chronic criminology in later life. The majority of professional criminals and habitual offenders have a record of seasoning during this age period, and this, more often than not, is preceded by a record of juvenile delinquency, also due to the same general social situation in which the unwise use of leisure plays a very important part as a crimino-genetic factor.

## In Interstitial Areas

We are speaking here, however, not of all young men in the age group (16 to early 20's) delimited above. We are speaking particularly of members of this age group who are reared in the

The problem of the relationship of recreation to juvenile delinquency and crime is one of keen interest to all concerned with the wise use of leisure. The effect of recreation activities on juvenile delinquency has been the subject of a number of studies. Dr. Thrasher has given careful consideration to this problem in connection with his studies of boy life. Following Dr. Thrasher's address we offer the testimony of two police officials who have found recreation a most effective agency in crime prevention and cure.

so-called interstitial areas of our cities. The section of the National Commission on Law Observance and Enforcement which dealt with the causes of crime showed that in every city there are, adjacent to business and industrial districts, crime breeding areas which act as incubators for juvenile delinquents, adolescent offenders, and ultimately seasoned criminals. These areas have been defined for twenty or more American cities of different types, including New York City. They are not theoretical conditions, but actual parts of the city from which came the bulk of criminals who engage in killing, kidnapping, robbery, racketeering, drug-peddling, counterfeiting, and all the other crimes whose cost to American citizens runs into billions of dollars each year. The New York State Crime Commission has delimited ten such areas in New York City—eight of them in Manhattan and two in other boroughs.

It is the young men from sixteen to the early twenties, as well as the younger boys, in areas of this type where the unwise use of leisure constitutes a threat to good citizenship and where it is, in my opinion, more than anything else responsible for the development of delinquency and crime. Intensive study of these crime-breeding districts, which are not peculiar to any one type of American city, but which are to be found in all, reveals the fact that they are areas of declining

population; physical deterioration; dilapidated housing; low rentals; low economic levels (which means poor standards of living and chronic unemployment); congestion of population and overcrowding per house, and this in spite of declining populations and high percentages of vacant properties, and high rates of dependency, juvenile delinquency, and adult crime. Another marked characteristic of such areas is the disorganization of traditional institutions of social control, such as family life, religious influences, voluntary associations of a fraternal, social and economic character, etc.

The absence of satisfying home life and of adequate opportunities for wholesome recreation for all groups is marked in these areas, but it is probably more striking in the case of boys (and girls also) of the age group from sixteen to the early twenties than any other group. This absence of leisure time opportunities in such areas constitutes the negative situation which acts as an important crimino-genetic factor, in that it makes possible the operation of the positive influences which promote delinquency and crime.

#### The Social Contagion of the Streets

Intensive study of the positive forces which are embodied in activities which become substitutes for the wholesome use of leisure reveals a variety of crimino-genetic factors of great importance to any plan of community re-organization of crime prevention. The prime condition for the demoralization of young people in these areas is to be found in the informal education and social contagion of the streets and all the private and commercialized institutions which are adjuncts of the streets and which cater to the pleasure-seeking impulses of these young people. The streets and the institutions of the streets grant no degrees and give no diplomas, but they educate with fatal precision. So effective are these destructive influences that they are likely to bring to naught all the efforts of formal education, which in these areas is usually suffering from a serious case of what W. F. Ogburn calls "cultural lag."

The prevalence of street life in these areas is brought about in part by congestion of population which results in swarms of young people in a given block, and in part by the crowding of the family in inadequate, unattractive home quarters. The boys in areas of this type find nothing to interest them at home in their leisure hours and in many cases they find actual conflict and misun-

derstanding at home. The result is that they take to the streets and you have growing up on the street a community of youth which is more or less independent of all adult controls, but which is responsive to most of the influences of demoralization which abound in such districts. It is a community which has a real entity of its own, which grows and develops its own standards of conduct and public opinion, and which transmits its demoralizing social heritage to the next generation of youths entirely independently of the social values of the larger conventional community. The spirit of this youthful community breeds crime and lawlessness because of the very way in which it has developed in the uncontrolled and vicious environment that surrounds it. Its spirit and its tradition are transmitted irrespective of who comes into the area or who moves out, and its social controls are embodied in a consensus of ideas, sentiments, attitudes and habits which have a reality, an independence, and a continuity that is not affected by the individual youths who enter into it or leave it. It is the reality and independence of this community which so often escapes those who are attempting to solve the leisure time problems of young people who are a part of it.

The actual time spent on the streets by young men in the age group in question takes a variety of forms. Gambling is ubiquitous and this includes, of course, the traditional crap-shooting and card games. The better organized gambling rackets, however, are also prevalent in these areas—such as policy slips and other types of lotteries. Some types of athletics are popular in spite of the great difficulties of playing these games in traffic and the complaints of local residents about the noise and the breaking of windows. By all odds the most popular game of this sort in New York City is stickball and there is hardly a street gang that cannot boast its stickball team. Games are usually played for a money-pool which is made up by the members and friends of the team. The playing of this game in the streets is contrary to city ordinances and the games are constantly being interrupted by policemen.

It is inevitable that out of this street life grow the gangs and athletic and social clubs which are often very demoralizing in their effects upon their members. They serve as clearing houses for all sorts of undesirable information, attitudes and habits. It is in these street groups that the boy or young man acquires a feeling of independence, a disrespect for law and authority, an ability to



look after himself away from home, a philosophy of fatalism and cynicism, and not least of all a knowledge of the technique of crime which serves as an invitation for him to participate in the criminal enterprises which he learns to know so well, or to attempt to develop criminal undertakings on his own account. Much of this social contagion takes place merely through conversation on the streets and in the many institutions which are adjuncts of the streets and which serve as hangouts for local groups.

In the promiscuous associations of the streets and its local hangouts the boy and young man comes into direct contact with questionable characters, gangsters, and racketeers. He sees how they "get by" and begins to feel that getting caught is more disgraceful than the actual commission of a crime. Since these areas have high rates of delinquency and crime, every block has its stories of the men who have gone to prison, and the boys on one New York block boast proudly that more men from that block have gone to Sing Sing than any other block in their local community. Every block has its own local delinquents and criminals who are operating and actually carrying on criminal activities successfully at any given moment. Too often the boys and young men are personally familiar with the success of the local gangsters, bootleggers, and racketeers whose shining Packard or Lincoln cars set a standard of conduct and success for the whole neighborhood. This hero worship in young men is practical, and it measures success not in the idealistic terms set forth in the history books at school but in material goods that it can see and in the very real power that it knows is actually wielded by the criminal and his political allies.

#### Local "Hang-Outs"

The adjuncts of the street, which are the primary resources of the delinquency area for the use of leisure time by boys and young men, are the commercialized pool rooms, private social and athletic clubs, saloons, speakeasies, gambling rooms, taxi-dance halls, and burlesque theatres. While some of these places are well supervised, most of them in delinquency

areas are sources of demoralization, and many of them are actual centers of criminal contagion. I think the distinction between the leisure of unemployment and other kinds of leisure is very largely an academic distinction. If you are solving actually the problem of leisure time, you have to include the problem of the enforced leisure of unemployment which is more or less chronic in areas of the type of which I am speaking; and this leads to another statement. It is in such places that mutual excitation prepares the way for action and that planning of crimes takes place, and this is all the result of the spending of leisure time, often in these areas the enforced leisure of unemployment, in ways that are demoralizing and social situations that stimulate an interest in wrongdoing.

Yet it is not to be supposed that playing pool, playing cards (even for money), or drinking in themselves lead to crime. It is the associations and the lack of wholesome supervision or of social control in the places where these activities take place that are so demoralizing. And this leads to the statement of another important point; namely, that any place which may serve as a hangout for boys and young men in these areas is equally an adjunct of the streets and may be equally demoralizing, whether it be a candy store, a cigar shop, a restaurant, a shoe shop, a moving office, a soda fountain, a bakery, or any other kind of establishment whatsoever which may serve as a congregating place. As a matter of fact, intensive studies of these areas show that many types of business places serve this purpose and act as foci of social contagion for the spread of delinquent attitudes and practices.

The important point is that these boys and young men are thrown upon the streets and that adequate facilities for wholesome recreation are lacking.

A survey of the facilities for wholesome recreation for young men in the age group from sixteen to the early twenties will reveal in almost every city a dearth of such opportunities in the delinquency areas. In this type of district this age group now constitutes an unusually large proportion of the population, because

"Boys in gangland areas enjoy an unusual freedom from restrictions of the type imposed by the normal controlling agencies in the better residential areas of the city. . . . There is no dearth of excitement in this disorganized environment, and in the gang they find an instrument for the organization of their play and the satisfaction of most of their wishes. . . . The problem of competing with the care-free activities of the gang is a difficult one and requires a high degree of intelligence and understanding on the part of any leader or agency attempting to meet it."—*Frederic M. Thrasher in The Gang.*

of falling birth rates among the classes who live in these areas. Just at this time this group is unusually large in the population. In other words, there are fewer children under sixteen in these areas now than there were ten years ago, and conversely, there are more between the ages of sixteen and twenty-one in proportion to the other age groups in the general population.

### The Dearth of Opportunities

The facilities for the wholesome recreation of the sixteen to twenty-one year old group are very limited. They take the form chiefly of the senior departments of Boys' Clubs, the senior work of social settlements and neighborhood houses, Young Men's Associations of various religious denominations, young men's clubs connected with churches and similar groups, but all of these resources combined in any one of these areas, if they exist at all, are so meagerly equipped with staff and facilities for meeting the needs of this particular type and age group of young men that the percentage actually reached is almost negligible. The public recreational opportunities for young men of this particular group are also woefully inadequate and often are not supported with adequate funds which make possible the active leadership required. That is the point, you see. The resources for the wise use of leisure time for this particularly critical age group in crime-producing areas are absent or very inadequate.

Another striking fact is the lack of coordination among the various recreational agencies attempting to deal with this age-group and a general failure to see the recreational needs of a given community as a whole. The problem resolves itself primarily into two phases:

1. First it is a problem of taking stock of the recreational facilities for this age group that actually are in existence in a given local community and which with better financial support and direction might be made to function more effectively in reaching a larger number of young men in crime-breeding areas.

2. Secondly, it is a problem of creating and developing additional agencies and opportunities for wholesome recreation, both public and private, which shall penetrate the crime-breeding areas and counteract and break down the demoralizing influences which so completely possess the members of this age-group in these areas at the present time. The facilities are not adequate. We

must develop additional facilities and support better the facilities which we have.

We have pointed out how our cities have neglected the boys and young men in their interstitial areas and how, as a result, they have reaped an unprecedented crop of crime which with the past few years of extensive unemployment among young men in these areas, is not yet completely harvested by any means. Here is *the* fruitful field for crime prevention: through the virile and intelligent control of the leisure time of boys and young men. It is better to expend energy and thought on this problem than to spend it in catching and convicting our fourth offenders, important as they may be. It is better to spend \$1,500 in a local crime prevention program based on the constructive control of leisure than to spend \$750,000 to convict one public enemy!

### Supplementary Document

*Title of Study by Herman Balen, 810 W. Huntingdon Street, Philadelphia, Pa.*

"Effect of Play Areas of Philadelphia Bureau of Recreation Centers, on Rate of Male Delinquents, Aged 16 to 20 Years Inclusive."

#### Source of Statistics

Crime Prevention Bureau, Department of Police.

#### Bureau of Recreation

Consists of 38 centers, 21 swimming pools not situated in any of the above centers. Twenty of the centers were not supervised during September, October, and November of 1932, were supervised during June, July, and August of the same year. The other eighteen centers were supervised during the entire six month period that the study was made.

Play areas not taken into account separately, but taken into consideration as a whole, due to irregular opening and closing, open only in the summer months of July and August, were the play areas of the Board of Education, Philadelphia Playgrounds Association, Smith Memorial Playgrounds and the Boy's Clubs and Settlement Houses.

#### Summary of Most Important Findings, or

##### Conclusion

1. A six per cent decrease in delinquency in the fall months as compared to the summer months.
2. Sixty-five per cent of the 4,960 cases studied were found to be living *within eight blocks* of some bureau or recreation center.

3. That the twenty partially supervised centers showed that during the supervised months of June, July, and August, 34 per cent of the delinquents lived within eight blocks of the centers, for the unsupervised months of September, October, and November, for the same centers, only 32%. A comparison of the eighteen centers that were supervised for the entire six months showed 33% for the summer months, 30% for the fall months. Supervision of the bureau's centers does not, therefore, have any effect upon the rate of delinquency.
4. That a ten per cent increase in delinquency of boys living over eight blocks from a recreation center in the fall months over the summer months may be attributed to the closing of the Board of Education's playgrounds; the play areas of Philadelphia Playgrounds Association, and the twenty-one swimming pools of the Bureau of Recreation not situated in any of the Bureau's playgrounds.
5. On the average there is a regular increase in the percentage of delinquency as the place of residence is further away from the playground up to a distance of four blocks and then there is a symmetrical decrease in the rate to eight blocks away from the centers. This is not true for each individual center.
6. That the proportion of white boys arrested to negroes, is three to one. But according to the negro population as compared with the white population, the probability of a negro being arrested to that of a white boy is two to one.
7. That in the 16 to 21 year group, 19 year old boys were arrested most frequently.
8. That old sections of Philadelphia show the highest rate of delinquency.
9. That older boys are arrested frequently outside of their own home neighborhood, and that this may vary, according to the stimulus provided.
10. That sixty per cent of the offenses include
  1. Corner lounging
  2. Disorderly conduct
  3. Assault and battery by auto
  4. Predatory delinquencies
  5. Malicious mischief
11. That an average of forty-four per cent of all the delinquents were discharged during the six month period.
12. That 10.6 per cent of the delinquents had no home in the city or claimed residences outside of the city.

CHAIRMAN FOSDICK: Professor Thrasher, what do you think should come first in these interstitial areas you speak of — parks and playgrounds developed in accordance with the city plan, or indoor facilities provided by boys' clubs, for example, or perhaps the more general opening of public schools or more adequate leadership in recreational activities in connection with these facilities? How do you rate this in terms of importance?

MR. THRASHER: I think first of all you need to know what the resources are, and that seems to be where we have lacked in the past. In other words, first we need to have the facts on which to base our program, to see how these various agencies are related to each other, and then the second question can be answered. It would vary greatly in different communities. Some of these crime-breeding areas have good facilities for private recreation, some have good facilities for public recreation, some have poor coordination of facilities. Some have few private facilities and good public facilities. So that would be entirely a matter of what the local community needs, and I don't think you could make a blanket answer to that question. You would have to study the local facilities and base your program on what is available.

MR. FOSDICK: You speak of the fact that facilities are not adequate. Is the non-use of these facilities, the agency programs, those that do not exist, due to absence of other agencies, to the lack of information about what they have to offer, or to the unwillingness of the boys to patronize them?

MR. THRASHER: It is due to all three. If all the boys were informed and were willing to patronize them, there would not be nearly enough facilities. You would have to build more gymnasias, you would have to have many more parks and playgrounds. On the other hand, we see in some local communities parks that are not being used, whereas the neighboring streets are filled with children, because you don't have equipment, you don't have adequate leadership in the playground or the park.

In other communities you find a great demand for gymnasias, and you find empty gymnasias, simply because the people who need the gymnasias do

(Continued on page 486)



# Leisure in Its Relation to Crime

**C**ONSTRUCTIVE recreation for our people, both old and young, is one of the most vital aspects of conditions which are now confronting people of our nation.

The problem of proper recreation for the young is one which always confronts us if we give thought to the urgent need of taking such steps as will prevent children from becoming delinquents. Unless the child, and particularly the boy, is given opportunity to indulge his imagination and to become interested in recreation and sports which are not only wholesome but are character building, we can look forward to no diminution in the number of our delinquents, and when it is recalled that delinquency is the first step taken by youth to a career of crime, the necessity for recreation facilities for the youth is apparent.

The most forward-looking step taken in this direction was the establishment of the Crime Prevention Bureau in the Police Department of the City of New York. I would stress the leisure-time activities sponsored by the Crime Prevention Bureau—baseball teams, boxing clubs, swimming teams, basketball teams, and other activities. In individual cases this has made it possible for many children to develop their talents.

The reduction in the hours of labor for the adult will again present to society a problem that must receive serious consideration. Unquestionably many persons with added leisure time will desire to improve themselves in any possible way which may be open to them, provided that the conditions under which they embrace such opportunities are not surrounded by too restrictive regulations.

Added opportunity should be provided for our citizens to have access to libraries, art and natural history museums, free concerts, both winter and summer, and a greater abundance of musical entertainment. For those who desire recreation in

**By Honorable EDWARD P. MULROONEY**  
Former Police Commissioner  
New York City

the open, facilities should be enlarged for them to indulge in sports, and opportunities afforded for our

people to enjoy in larger numbers the pastimes of fishing, hunting, hiking, etc. The permitting on Sundays of both professional and amateur sports such as baseball and football has brought about splendid results.

I should like particularly to stress to you delinquency. Last year in the City of New York 29 per cent of all males arrested for felonies (that is, for serious crimes) were of the age of

eighteen years and under. In the entire United States this year for the first six months for the serious crimes, felonies, there were more arrested at the age of nineteen than any other age, closely followed by those of the age of eighteen, clearly indicating that the

crime problem today is a problem of youth. And you could have no criminal youth unless you in the first instance had delinquents, and you will not have the delinquent if the boy is taken in charge before he becomes a delinquent and is afforded wholesome recreation.

It is an obligation that rests upon the parent at home, the church, the school, and society, and you cannot avoid it. We have got to be awakened to it, and it is useless to talk of crime when we don't attack it at its root.

I would further like to stress the good that came of legalizing sports on Sundays. The gathering of immense throngs, thousands and thousands of people, at baseball, football, all outdoor sports, is a very, very splendid thing from the police standpoint. Unquestionably where people gather for such purposes, whether as spectators or participants, they are well occupied so far as society is concerned, and I know of no better barometer to judge the good order of a community than can be had by getting some indication as

(Continued on page 487)

# Leisure and Crime Prevention

By HENRIETTA ADDITON  
Deputy Commissioner of Police  
In Charge of Crime Prevention Bureau  
New York City

IT CANNOT be emphasized too much that we do not want to try to develop our program of recreation from the point of view of what we think is good for other people. Can we not simply assume that in general people wish to use their leisure time to enrich their own lives, and that the most helpful form of community action is to make it possible for them to do just that? When recreation is used in social case work for its mental or physical therapeutic value, that is, to adjust socially unadjusted people or anti-social people, that is of course another matter and it requires special individual adaptations.

Providing recreation for the average normal adult is different also from providing it for children. Adults have in the main their own interests and their sense of values fairly well established, while children are forming theirs. We realize this in the development of health habits. For instance, we know that if we take good care of a child's first teeth, the adult's teeth problems will be greatly reduced. The same thing is true of the formation of social and recreational habits. The right use of leisure must be built into the child's habits early.

Certain people in our country have always had leisure, that is, freedom from the economic necessity to work. What they have done with their leisure has depended to a considerable extent on their background. To some it has given an opportunity to develop cultural and social values. To others, money and leisure have served merely as means of expressing their vanities.

A few years ago I participated in a study made of the leisure time interests of a group of children in Brooklyn. The children were asked what they wanted to do if they had their choice. Their requests were modest and quite proper, but showed the need for an extension of the work of our existing recreational agencies; for more community centers and libraries; for more opportunities

to get out into the country, and especially for leadership. The details of this can be seen in the survey of "Work for Boys in Brooklyn," published by the Research Bureau, Welfare Council of New York City. Dr. Deardorff who directed this study reported that the desire of many of those children from the crowded sections of our city for outdoor recreation and for country life experiences was truly poignant.

When we discuss recreation as a factor in crime prevention we must realize that even if we provide recreation for 90 per cent of the people and we don't in some way reach the potential criminals with this recreation, or we aren't able to get the potential criminals to take part in it, we can't say that we are truly preventing crime through recreation. And of course we know that some of the children who are most likely to be criminals are those who are most reluctant to accept the organized recreations which we have provided for them.

## Finding Opportunities

In our work in the Crime Prevention Bureau in the New York City Police Department, we have tried to find these children; we have made a particular campaign to find the children who especially need recreation and then to sell to them the activities of the recreational agencies, not just to say, "you can swim at such and such a place," but almost to take them by the hand and show them what it will mean to them when they have become acquainted with the place to swim there.

In our individual work with these children we use all the available boys' and girls' clubs in settlements and churches and the other organized places for recreation, but there are not enough such places in any part of the city, and some parts of the city are completely barren of any recreational resources. Everywhere we find need for the extension of the work of the Camp Fire Girls,

the Boy and Girl Scouts, you and your clubs and recreational groups of all kinds. Equipment for arts and crafts, for athletics, for reading, for play and self-expression, is needed in much greater measure than now exists, especially for those children who are known to be getting into trouble and are endangered in body, morals or mind. The neglect in providing proper places results in the development of improper ones. Unsupervised social clubs are formed by boys and girls throughout the city. Meeting places are usually in basements and the conditions found in many of them are extremely demoralizing. But when we break these up we should be able to provide other avenues for sociability. The same thing is true when we break up the gangs of boys on the streets or when we take young boys out of pool rooms where they are in violation of the law.

The enormous number of children, of adolescents and of adults in New York City have needs which have never been really visualized. This is especially true for the group between sixteen and twenty-one. Last year we had arrested in New York City 39,186 boys and girls of this age group. We have made in our Crime Prevention Bureau a special effort to reach that particular group for whom so little recreation which is attractive to them has been provided. If you go to the police line-up you will see these boys practically every morning—boys sixteen, seventeen, eighteen years of age, brought in for serious offenses, for felonies, stick-ups and burglaries of all sorts. And so often they tell this story, and you know it is true. A boy will say he was standing on the street corner. He had nothing to do and some other fellows came along and said: "Come with us. You can make a little easy money." And then usually the more innocent he is of any evil intention the more likely he is to be caught with the gun or the stolen automobile. This last year particularly, when so many boys and girls have come out of school without any jobs to go to, when they had hoped after school to help their families financially, the situation has been especially serious. In order to help meet some of these problems last summer we organized considerable recreation work ourselves. It was an improvised sort of

thing and we did it because there weren't other resources, not because we thought the Police Department really ought to be running recreation. But we had 7,000 boys organized in baseball, in boxing, swimming and other activities and we took children on hikes, as well as giving them organized athletics.

### Nature Activities Vital

I have been particularly interested in the hikes on one of which I went myself with a group of 125 children from the East Side some of whom had never before seen Riverside Drive on the west side. We had with us a science instructor who talked to the children about the rock formation, about the glacial period and the Indian pot holes. You would have been amazed to see how entranced those children were listening to a little popular presentation of that sort of thing. So we have been developing new science clubs. We are trying to start some of them in certain sections of the city where there are no recreations for the children who are interested. This year, too, we are forming music and dancing clubs. We feel the need for the provision of more camps and more opportunities for trips into the country.

We wish particularly there could be found some way of providing pets for city children. In the country they mean so much to children. To be sure, city children have the zoo and they enjoy it, but after all you can't pet a tiger or even an owl!

### A Broad Program Needed

The sociability motif, both with animals and with humans, runs through all recreational desires. In the Brooklyn study the principal reason given by the children for liking clubs was the opportunity afforded to make friends. As one girl picturesquely expressed it, "I like to belong to a club because you meet new faces and sometimes become the best of friends with them." Many children who take up social activities do so out of desire for companionship, and that goes for adults as well. The Welfare Council has published "The Mothers' Clubs in Settlements" study, which brings that out in a very interesting way.

(Continued on page 487)

**"All over this city we should have service stations where people—men, women, children, entire families, will have opportunities to cultivate health, powers of leadership and self expression, and the arts of just plain friendship and sociability. We need the best thought of the community and we need democratic participation in formulating such a program, if we are to develop a culture in which leisure will be really used to enrich life. And when we have done that, we shall have gone a long way on the road to real crime prevention."**



# Leisure and Mental Hygiene

By GEORGE K. PRATT, M.D.

New York City Committee for Mental Hygiene  
State Charities Aid Association

IN ITS ATTEMPT to answer the question, "What is it that people want from recreation and leisure time?" Mental Hygiene—and we are using the term here in its implication that it deals for the most part with perfectly average normal material instead of pathological—has, of course, no standardized answer. There is only one thing that does seem perfectly clear, and that is that the things people want from recreation and leisure are many, but not all of the people want the same thing. The result is that from the mental hygiene point of view, with its insistence upon the need for recognizing individual differences, we find that people who are interested or can be potentially made interested in recreation, have a variety of motives for it. Some of them, for example, want recreation and leisure time activities for purposes of change and relaxation pure and simple, or at least simple, if not pure. Some others of them want it for purposes of escape.

We are all of us familiar with the type of individual who must keep up a frantic sort of race with himself in order to keep his own difficulties from overtaking him. But I think the nearest that comes to a common denominator in a search for things that people want from recreation is that thing known as security. Now I am referring not to economic security here, although we recognize the tremendous importance of that. Rather I am thinking of emotional security.

## Emotional Security

From the point of view of emotional security—and that term can be thought of as synonymous with mental health and good social adjustment. All of us need to convince ourselves that there are two things that we possess: First of all, a realization that we belong, that we belong in childhood to our families, later on to our schools, to our neighborhoods; still later, a realization that we belong

to our communities and perhaps, if or when we achieve emotional maturity, a realization that we belong to society at large. But the feeling that we belong alone is not sufficient. The psychiatrist believes that there must be two other things added there. One of them is the realization that we are accepted by the group of which we happen to be a part, and the other is the realization that we are needed by that group.

Now, the second main ingredient in feeling emotionally secure is a realization that there is something in life that we can do to win legitimate recognition and success by means of our own efforts without having to depend for that recognition or success on the personal favoritism of someone else. And if any one of us, any human being has these two convictions, then he is emotionally secure and he can withstand in most instances the vicissitudes of unemployment, the tremendous grueling material suffering, the melancholia and depression that are inevitable. People, however, who are employed and for whom the present economic situation is not a great threat are likewise in need of being made emotionally secure.

With the increased use of leisure time in the future, more and more will the need for producing emotional security become important. And so it seems to me that the establishment of recreation programs—and I am using that now in its broad sense to include not only routine types of recreation but adult education, vocational re-education, and so forth—programs of recreation and activities for the use of leisure time should then, in my opinion, be based largely on the individual need of the person who is to utilize them. This means at the outset then that mass programs of recreation are likely to be less successful than programs which have been individualized, and in the process of individualization made humanized.

We find that people need all sorts of things in these recreational programs, and it is not well for us as leaders in recreation or in some of these other activities to impose our ideas of what the individual needs on him. It is an old adage in social work that a person will take from a case work interview those things that he needs, and I think the same thing is true with regard to educational opportunities. He will take those things that he needs and he will reject those that to him are unimportant.

We may find ourselves baffled and perhaps a bit irritated by the type of individual who will not easily mix in group games, but unless we are keen enough to make some sort of a personality study of that individual to see what group games mean to him or what his reluctance is really based on, if we dragoon him into them we are not serving the purposes of his mental health or his security.

The need, therefore, for individualized programs of recreation implies that there are human differences, individual differences in a great many things which must be taken into consideration if we are to meet the broad needs of a great many individuals. These individual differences which must be recognized include such things as differences in economic status, in social and cultural status, in personality, and so forth. I have seen many times, as I know you have, instances of theoretically very desirable and sound recreational programs falling perfectly flat because they have consisted of a type of activity that the individuals living in the particular neighborhood where that activity was centered were unable to use, largely because of economic, personal or social differences.

I have seen a recreation leader who was very much distressed by the fact that he couldn't get a certain group of people in his neighborhood to join in folk dancing. It turned out that the particular group happened to be a group of very shy, self-conscious individuals who simply could not, because of their own personality needs, bring themselves to this particular point of view. I can think of white-collar work-

ers who are brought into recreational programs primarily designed for persons of more modest cultural and educational interests. I have also seen the reverse of that.

And so what I should like to suggest in closing is that in almost every other field of social work today the mental hygiene point of view has to some extent at least permeated the philosophies, the policies and the practices of most types of social agencies. It seems to me that organized recreation no less than these other types of social activities should recognize the need for some sensitization on the part of recreation personnel for dealing with the human factor.

Now it is a great temptation for all of us to forget the flesh and blood man or woman whom we are in our large activities trying to help, and yet our efforts are bound to fail to a great extent unless we do keep that recognition in mind. So I would like to suggest that perhaps as one outcome of these hearings here greater attention may be given to the sensitizing of professional personnel in the various fields of recreation in order that they may have a better understanding of human behavior, its sources, its motivations, in order that the potential values of recreation can be brought out to the utmost.

MISS FISHER: Dr. Pratt, I take it you would be very much in sympathy with any attempts to develop individual counseling with reference to leisure.

DR. PRATT: Yes, with this safeguard. Individual counseling, and I am expressing only my own personal opinion now, has been badly mauled and abused no less by its friends than by its enemies. There seems to be no professional field today that deals with human relationships but feels that by very virtue of that interest it is adequate to take on the task, the extraordinarily delicate and frequently dangerous task, of counseling or guiding another human being. So if you will allow me to safeguard that statement by saying yes, I thoroughly

(Continued on page 488)

**"A vigorous draining-off or even an explosion of nervous energy, from time to time, seems to be essential for thoroughly normal living. . . . When one is deprived of the opportunity to find legitimate release for accumulations of nervous energy through one's job, then wise social workers and the wise community in general will provide other outlets. . . . Communities will do well to make ample provision for organized group recreation (particularly activities in which whole groups participate, as contrasted with isolated participation by single individuals); concerts, which permit certain temperaments to discharge emotional feeling; pageants, spectacles of one sort or another—historical episodes, parades, boxing matches, and generous showings of movies."—Dr. Pratt, in *Morale*.**

# The Place of Drama in Leisure Time Life

**A**S I UNDERSTAND the situation you are appointed to investigate the question of how the increased leisure, which we hope will be created under the NRA, may be used most pleasantly and profitably, and you wish me to attempt to tell you the place drama can play in one's leisure time life. This is at once a responsibility and a pleasure—a responsibility because I realize how difficult it is to present adequately such a subject; and a pleasure because the study and practice of drama, in my own life a leisure time pursuit at first, has been for many years my vocation, and I have always found it, both as an avocation and a vocation, a fascinating and satisfying pursuit. I shall try to make the three or four important points that occur to me in connection with this subject, and then hope that your questions will enable me to complete the picture.

In the first place, we should probably start by recognizing the fact that in New York City there is already much activity that springs from drama. There are dozens, probably hundreds of groups engaged in this activity, most of which naturally takes the form of putting on plays. This work has become an accepted part of classroom practice in many schools, and in addition most schools have organizations which present plays publicly once or twice, or even more often, a year. Then there is much similar activity in connection with settlement houses, church clubs, young people's societies, boys' clubs, women's clubs and other like groups. Finally there are also in the city a number of so-called Little Theatres, or non-professional groups devoted to the production of plays. Some of these groups are more or less independent; some are connected with colleges and universities, and with Y.M.C.A.'s and Y.M.H.A.'s; and some are parts of the organization of workers in some of the trades, such as large department stores. Dramatic art is already being practiced as a leisure time pursuit in many places.

By MILTON SMITH  
Teachers College  
Columbia University

**"Dramatic art is as all-embracing as life itself for it involves at times the practice of all the other arts and of all the other crafts. It is a sort of synthesis of other arts and crafts, and perhaps it is this fact which makes it so universally appealing."**

In view of this large volume of activity, you might reasonably ask if the market is not well enough supplied. But anyone working in this field would feel that such is not the case, and that it never can be until each person interested has been given an opportunity. There are doubtlessly thousands of people in the city who are interested, and thousands more who could easily be interested, who at

present have no available outlet. Anyone connected with this sort of activity is constantly receiving requests for opportunities to participate in drama activities, and with additional leisure hours these requests are certain to multiply. Dramatic activity is so fundamentally grounded in human nature, and is so pleasant and fascinating, that after a person has once been a participant, the desire usually remains to continue the experience. Many persons are exposed to it in our schools, but when they stop going to school and go to work only in rare instances can they keep up their practice. They can show their interest only by attending professional productions, by going to movies, or by listening to radio drama, which of course they do in countless and increasing numbers.

## The Most Democratic of Arts

And here I feel that I must point out that there is one important particular in which the art of the theatre differs from most other arts. Other arts may be practiced, if the desire is strong enough, in private by an individual. If you teach a child music or drawing, he can continue to be an intelligent practicing amateur all the rest of his life. He can play the piano, or sing, or sketch, or paint, or make baskets, all by himself. But dramatic art is different. No one person can practice it alone. No one can write a play, build scenery and costumes for it, act all the parts, and be his own audience. The art of the theatre is the most democratic and the most synthetic of the arts. It



demands a group, and it can be practiced only by those persons who are so fortunate as to find one. Therefore, to make its practice more wide spread, we must create more groups.

In general, the practice of dramatic art requires two specific things—a place in which to practice and a trained leader to teach the arts and skills demanded by play production. In order to increase the practice of it, therefore, your committee could help by finding places and supplying trained leaders. The places might be secured by making some sort of a survey to see what suitable rooms there are in church and parish houses, settlements, school buildings, meeting halls, recreation rooms in department stores and other similar organizations employing large numbers of people, and so forth. The leaders might be secured by using teachers and actors registered with the Emergency Work Bureau, or by calling for volunteers. Some system might easily be devised for the further training of these leaders through conferences and institutes in which they could be aided by lectures and by demonstrations.

Of these two requirements, the place and the leader, the leader is by far the more important. Mrs. Mabel Hobbs, Drama Consultant of the National Recreation Association, in "A Suggested Plan for Developing Amateur Drama in New York City," says: "When a drama activity fails, it is due in almost every case to lack of efficiency in the director. Any good director will not only do effective work with the group that is ready and anxious to play, but will also be able to awaken interest and open the way to many who have never considered drama as a possible activity for themselves." A good leader will gather a group around him and make a theatre, whatever may be the handicaps of the place in which he must work, but an inadequate leader will be unable to stimulate the group sufficiently even though he have at his disposal all the mechanical possibilities of a complete theatre. Any scheme, therefore, must start, and perhaps can end, with the finding and helping of real leaders in the field.

One of the reasons for the absolute necessity for trained and expert leaders is the complicity of dramatic art. The art of the theatre is wide and all-embracing. You must not conceive of dramatics as merely the learning of the lines of an author, and reciting them in character along with other actors. The art of the theatre, properly understood and practiced, involves such diversified activities as directing, acting, writing, designing,

managing, carpentry, scene painting, sewing and dyeing, stage lighting, and so on. Dramatic art is, or so it seems to some of us, the art that covers the widest field. It is as all-embracing as life itself, for it involves at times the practice of all the other arts and all the other crafts. It is a sort of synthesis of other arts and crafts, and perhaps it is this fact that makes it so universally appealing. The mechanically-minded man, who in our civilization is doomed by chance to earn his living as a secretary or a clerk, might find in his dramatic group an outlet for his true inborn interests, in designing and building scenery, or in making and using electrical equipment. In the same way other persons will be able to find opportunities for using abilities normally smothered in their professions, and the clever leader will discover and develop unsuspected talents. Dramatic groups cannot consist of actors alone; they must also have other artists, carpenters, painters, electrical workers, seamstresses, etc. And under the clever and experienced leader the meeting place of the dramatic group will be not only a theatre but also a playground and a shop, a studio and a laboratory.

### Values Involved

The possible values that might follow, if we could give an opportunity to every citizen of our city who is interested or who could be interested in dramatic art, are numerous, and, I hope, apparent. Obviously the study necessary for the actor leads to a greater understanding of other people. Recently I asked a well-known professional actor how he was able to make such a good entrance in the part he was playing, that of a fine, sensitive Jewish boy living in the slums. He told me that at first he had had great difficulty with it, but then he struck on the idea of re-creating the boy's immediate past, and as he stood in the wings each night waiting for his cue, he imagined himself at Goldman's Band Concert in the Park, then walking home through the various parts of the city to the decayed old house in which the boy lived. He had to understand the boy emotionally in order to play him. And really to be able to play one character besides oneself, to understand completely even one *fictitious* person, is a worth-while experience. The facetious suggestion of one editorial writer in the recent campaign that no citizen be allowed to vote who has not read Aristophanes' comedy of Athenian politics,

(Continued on page 488)

# Music As a Leisure Time Activity

By HAROLD BAUER

President of the National Friends of Music

LEISURE TIME has before this been imposed upon a people and has before this, been made the opportunity for the growth of an art.

The extent to which leisure is beneficial to human beings cannot possibly be overestimated. Real culture cannot progress, nor can true happiness be attained, unless the individual is able to devote a certain amount of time to pursuits outside of the daily routine of working for a livelihood. In a machine age where the mere mechanics of living absorb our energies, where we all wear the same kind of clothing, eat the same kind of food, read the same news at the same time, where we take our art as we take many of our sports and games, vicariously, watching others perform, it is a deplorable thing to have no leisure.

Self expression in some form of art seems to afford the only means whereby we can preserve individuality and independence.

I make my plea for music—music listened to, music studied, music composed and performed, as having a peculiar virtue to fill, above any other thing, with profit beyond calculation, the enlarged leisure which existing economic stress has brought to us, and which, unhappily, to many people means a time of enforced idleness. For music can give forgetfulness as well as joy. In its power to stimulate the imagination it can transmute trouble into something like detachment. Its appeal is equally to the head and to the heart. It is a humane occupation and a social activity in which there can be no loneliness. It has many forms which adapt themselves to all varieties of personalities. It has many techniques and as many or as few difficulties as desired.

## Music in All Forms Available

Many adults who have studied music in their youth find that it has been crowded

out of their lives. They can now bring it back, for now they need it. The opportunity is there, the approach is easy, and all that remains is to remove any barrier that may still exist and to let all know what steps to take to re-establish contact with the *most intimate of all arts*. It will be a magnificent thing, if, out of the frightful distress of unemployment, a change shall be brought about in our economic system whereby man may have leisure to search *within himself for an expression of what he craves*. In order to be ready to satisfy his need, we must not only devise new methods and opportunities, but we must give sufficient publicity to facilities already in operation.

These facilities now handled by existing agencies fall, it seems to me, into two main divisions. First, those in which the applicant listens and enjoys and learns, and second, those in which he participates. Under the first would come our splendid array of concerts, opera, church music, lectures, radio programs and the like. The second division, that in which the applicant himself participates, must be considered from two angles—that of group participation and that of individual participation. These divisions, of course, overlap, but in general we may say that under group participation would come such important opportunities as are offered by the People's Chorus, the Intercollegiate Musical Council handling the University Glee Clubs, the Folk Festival Council, and the work carried on in the different colleges, universities, settlements, and such organizations as the Y.W.C.A. This would also include the group work done in music schools and among private teachers.

## Music Schools

Under individual participation would come our important schools of music such as the Juilliard School of Music, the

"My many years of experience as a concert artist enables me to assert without hesitation that music is a fundamental desire of the American people and of the people of the City of New York. In my opinion any government group or group of leaders which fails to recognize this fact loses a great opportunity."

Diller-Quaile School of Music, the David-Mannes Music School, and many others, which, together with the names of distinguished private teachers, it is impossible to list here. All of these schools are gradually coming to offer more and more for the adult who desires experience with an art.

But there is one group of schools which include both group and individual instruction, and must be separately mentioned, because for the last twenty or more years these schools have been dealing *primarily* with the subject under discussion. Their work is to reveal that something in music, which, through intimate and personal contact with it, will prove a source of inspiration, an awakening of curiosity toward beauty, and which will thus, for those who study, become an absorbing incentive for the use of leisure time. These schools have concerned themselves entirely with students of small financial means. They have made a close study of the needs of people who have had very little leisure time and they have learned how to give the most in terms of happiness in the smallest time and with the smallest equipment. In fact, they are experts in dealing with just the sort of thing which is sure to concern the state as the problem of leisure time develops. I refer to the Settlement and Community Music Schools of New York whose splendid work and experience has been further redistributed to the country at large through their national organization, the Music Division of the National Federation of Settlements. These music schools originated in the first place as a division of the settlement work. Since then, however, they have become so important that they have been completely detached from the other settlement activities and are working quite independently.

It is significant that so important has become the trend of thought toward the problem of what is to be done with leisure time that several important organizations have made studies of the opportunities already existing which meet this need. Such publications as "Spend Your Time," compiled by Teachers' College, fits in and supplements information available at the New York Adult Education Council, the Bureau for the Advancement of Music, the National Music

League, the National Recreation Association, the Music Division of the National Federation of Settlements and the Welfare Council.

### The Unemployed Musician

The work of the State along the lines of music in its relief program has been a striking example of the change toward a broader outlook, not only in relief but in education as well. It has worked along two lines. First, it has offered an opportunity, through orchestral and band concerts, for unemployed musicians to be used in their own field, so that their abilities might be both preserved and developed. Second, unemployed teachers have been trained anew for fresh fields of activity, such as adult group teaching in class instruction on different instruments, and in general

appreciation and group singing. Many teachers who have had a great deal of experience in the past in teaching are totally unfamiliar with the social and artistic problems that are brought about when they come to teach in groups. From June 1st to October 7th the State has provided work for 315 Union musicians who have given 382

concerts attended by more than 350,000 people. The Civic Orchestra continues to give weekly concerts in the Museum of Natural History in New York and the Brooklyn Museum of Art. The attendance at these concerts has grown from 50 people to capacity houses. Another interesting part of the educational plan being worked out by the State is quartet and recital concerts in ten branch libraries. In all this every effort is being made to keep out of the competitive field—the object being to stimulate and awaken a desire for further study which will react favorably upon the musical profession both in supplying pupils for teachers and in creating more intelligent audiences for concerts.

### The Demand for Music Universal

This, then, is the situation as it exists. The child of today is the adult of tomorrow. We do much for our children; a definite plan should be evolved so that the enrichment in an art gained in childhood shall find an outlet and a further

(Continued on page 489)

"The problem of adequately providing for increased leisure which has already reached formidable proportions, may prove the salvation of music . . . as well as the other fine arts. For leading citizens, moving to meet the increased leisure problem, are recognizing the importance of these arts and their fitness not only to entertain but still further to stimulate the seed of our national culture."—From the *Musical Digest*, December 1933.



# The New Leisure and the School

By HAROLD G. CAMPBELL, Ph.D.

Deputy and Associate Superintendent of Schools  
New York City

IF PUBLIC EDUCATION is to prepare the coming generation for happy and successful living, it must consider carefully conditions of the society in which the next generation is to live. We are now in a new age, an age which requires new schools, schools which differ in their outlook and requirements as much as the new age differs from the old.

In the past our schools have been chiefly engaged in training youth largely for the work side of life, a program which was defensible, for the work side occupied most of life. With the new age, however, increasing the leisure side of life, it becomes necessary for the school to develop such attitudes, habits and skills as will leave the future citizen free to function successfully and happily in his leisure time as well as in his work time.

One thing that these hearings have brought out is the fact that it should not be our purpose to force people to enjoy themselves our way. Rather should we try to open up as many avenues for the profitable and happy use of leisure time as is possible, so that each individual may use his own leisure in a way in keeping with his desires and needs.

Professor Jacks, the eminent Oxford philosopher, states the problem as follows:

"I would help people to find and to choose wisely and at the same time to develop more ways of enjoying themselves. I think thus a vast increase in human happiness would be possible and that people would also become better citizens. Many of the leisure occupations now common in all classes—the rich and the poor—tend to the opposite direction. Nine-tenths of the present leisure is devoted to playing the fool. A system of education which trains a man for dealing with particular conditions but leaves him untrained for all others, trained for work of a special kind (such as salesmanship) but untrained for leisure, trained for employment but untrained

With so much attention centered on the plight of the public school in the depression, Dr. Campbell's presentation is particularly timely as he tells of the school's new responsibilities and what it is attempting to do with a reduced budget to train for the use of leisure time.

for unemployment (whether voluntary or enforced) has utterly failed at the essential point—that of opening the way to life, liberty and the pursuit of happiness."

## What Are the Schools Doing?

What are the schools doing today in their attempt to solve this problem? I speak chiefly of the work being done in our secondary schools because while all may not go to col-

lege, today practically all of our people obtain at least some training in our secondary schools. I believe that probably the most important work we are doing is the proper inculcation of health habits. We are striving to make our students health conscious. For what shall it profit them to be aware of the many opportunities for the intelligent use of leisure if the lack of health makes it impossible to grasp these opportunities? Health habits are rarely established during maturity. Unless matters of proper personal hygiene become positively habitual during adolescence, there is small chance of their establishment later on. It is our object to instill in each student the inclination for and the practice of some form of physical activity in which he may engage while in school and which he will also wish to continue after graduation. Hiking clubs, for example, are now established in practically all of our high schools since no more natural and beneficial exercise than walking has ever been developed. The youth in whom habits of health and exercise have been instilled has gone a long way in education for the use of leisure.

Out of the experiences of curricular and extracurricular activities the teachers of this country are making a conscious effort to develop in their pupils self-reliance. A recent study of the extracurricular activities of the forty-two New

York City senior high schools shows that our pupils are engaging in one hundred and eight-six different forms of pupil activity outside of the requirements of the course of study. These include not only athletic activities, but literary, musical, vocational, social and all other activities in which pupils engage if their leisure is properly used. This extracurricular activity gives to our students a feeling of self-reliance which helps greatly in living what we have called "the abundant life."

The classroom itself, as most parents know, is entirely different from the classroom of a generation ago. Our advances in child study and the more friendly and cooperative feeling between teacher and pupil have brought about a condition whereby our pupils now feel free to give expression to their inmost thoughts in both speech and writing. The result is that our schools are turning out more creative writers than ever before. It is not an unusual thing today for a high school to publish at intervals a creditable volume of the verse of the students and every year at least one beautifully printed magazine of student prose. The youth who has learned the intense personal satisfaction which comes from the creation of something worth while, will find little difficulty later on in using leisure intelligently.

Our literature classes are no longer dissecting laboratories in which amateurs painfully tear, limb from limb, the beautiful works of literary geniuses. Rather are they classes in which an effort is made to see the beauties of fine thoughts clothed in beautiful speech. The alert English teacher today considers himself a failure if he has not given his pupils the desire to travel the broad avenues of sweetness and light which are reached through the pages of good books.

All of our schools have as a requirement a considerable acquaintance with the social sciences. We strive to develop in each a civic consciousness so that the intelligent use of leisure will include the realization of duties and obligations as well as of rights and privileges. Formerly, our civics teaching was a purely formalistic matter, too frequently in strict memoriter fashion. Now we are more interested in bringing to the youth a realization of the functions of government and the duties of the individual in his relations to it.

**"There is one thing the community must understand: if the community wants this education, if it wants the community centers and other things which, we have been hearing at these centers make for education for leisure, then the community must pay for them."**

### Developing the Emotional Side

More and more are our schools attempting to develop the emotional side of our students—that side which is bound to have an important bearing on the method in which leisure is used. In many of our schools today, for example, we are getting away from the "old line" courses in drawing. Not a few of you will recall the torture which you underwent in high school in the last generation, in the so-called drawing classes. We realize today that not every pupil can become an artist. We believe, however, that every pupil may be taught to appreciate the creations of great artists. We feel, in New York City, that the course in art appreciation which we give to every one of our two hundred thousand high school students is one of the great advances we have made. We are not forgetting the exceptional boy or girl who has artistic talent, and we are making provision for the development of that talent. We think, however, that we are doing much for the great army of young men and women who will go forth from our schools and will be able and willing to enjoy a good picture, a fine piece of architecture, an attractive gown, an artistically furnished room or a fine example of printing.

Similar courses are being conducted in music. Rather than putting the effort on producing a Caruso or a Hoffman, we desire to give to the thousands an appreciation of the work of all great musicians. What more satisfying use of leisure could be made than the ability to enjoy fine creative work in all fields? Education in America realizes, however, that training must be given in youth if this enjoyment is to be possible.

A proper training of youth along the lines that I have indicated will do much to solve the problem of how our future men and women will use the increased leisure of the new age. I will call your attention to the fact that many of these matters which have found their way into our schools during the past generation are what are called in many quarters the "fads and frills" of education. The studies of this committee have brought out,

I think, that far from being fads and frills, these studies must be the fundamentals in any educational program which is to prepare the children for life in the new age.

Dr. Campbell answered a number of questions about the

*(Continued on page 489)*

# Parks and Leisure Time

ONE OF THE great problems which any park commissioner must face today is the need and demand for additional recreational facilities. For years the authorities have thought of play and recreation only in terms of children's playgrounds. However, during the past few years, and particularly at this time, under the NRA we must give our attention to *adult* play.

The play of the child is instinctive. While it should be directed and supervised and good play habits formed, the recreation of our adults should merely be guided along the proper lines. Recreation programs should be suggested and facilities provided with the assignment of directors to officiate at games or properly to regulate the use of the recreation area for the benefit of all.

This brings me to the subject of the desires and play interests of our adults. These vary according to the individual, but we have found that many like baseball, football, soccer, tennis, handball, field hockey, roller-skating, concerts, horseshoe pitching, dramatics, reading. Some people like to participate in the athletic and physical activities, while others like to watch. The Bureau of Recreation of the Department of Parks has conducted activities such as ice skating championships and roller-skating championships which thousands came to watch, and approximately one thousand actually took part in the races. During the past summer the National Public Parks Tennis Championships took place in Central Park, drawing a total attendance of twenty-five thousand persons during the week. These special activities, therefore, not only provide active participation, but provide amusement in a wholesome environment to thousands.

The ideal thing, of course, is to get active participation by all, but that is impossible. So great is the demand for the use of our facilities that we must refuse in great numbers the various requests for recreational opportunities. If many of the large play facilities were brilliantly lighted at night, we could increase the use of the facilities and thousands more would have an opportunity which they have not at the present time. If a

By JOHN E. SHEEHY  
Commissioner of Parks  
Borough of Manhattan

man wishes to play handball why should there not be several public handball courts within walking distance of his home? If a young girl wishes to play tennis, why should

she have to wait in line for one or two hours before her turn comes to play? If a team or a club wishes to play basketball, why should we not provide the area? Many basketball teams in this great city of ours have not an opportunity to play at the present time, because of lack of facilities. On the Island of Manhattan there are only nine municipal public gymnasiums. These are under the supervision of the Department of Parks. Locations could be found in our smaller parks and playgrounds or on newly acquired areas for at least twenty-five additional field houses with gymnasiums, club rooms, swimming pools and pool tables. Some of our playgrounds should be redesigned to meet the needs of the time. More wading pools are needed, constructed in such a way that they can be used for wading by children during the summer months, and for ice skating by adults and children during the winter months.

New York is a seaport city, practically surrounded by water and the opportunities for ocean, bay and river parks, with bathing privileges, *water sports and anchorage facilities for small pleasure boats*, and this fact should no longer be neglected. The waters of our bays and rivers will not always be contaminated as at present, and thought should be given to the future and provision made for proper development of our natural advantages.

The thirty-four acres filled in at the old reservoir site in Central Park are being developed with a children's playground, ball fields, running track, field house, croquet grounds, horseshoe pitching courts, and a bowling green. Activities for all age groups will be accommodated here. This should also be the plan in the development of the North Meadow, Central Park.

The plan for the development of Riverside Drive includes forty-four additional tennis courts, three field houses, a swimming pool, a boat basin, five children's playgrounds, several large play

(Continued on page 490)



# The Extension of the Work of Settlements to the Public Service

By MARY K. SIMKHOVITCH

Head Worker  
Greenwich House

"The advantage of private organizations like the settlements is the freedom to experiment which characterizes them. But the advantage of the public centers is the widening of the opportunities offered. Probably both will be needed for some time to come."

THE FIRST OBJECT of the settlement is to organize local interest and activity, bringing out the resources of the neighborhood, making the neighborhood, in fact, voice its own demands and secure the satisfaction of its own needs. The second object is to furnish to the neighborhood those services not already available through other public or private agencies, especially those that are experimental in character, from which may be learned what works and what does not, and what should be more widely available. The third object is to arouse public sentiment in the hope of gaining greater economic security for the masses of the population.

The first object may be attained by other similar groups—by community councils, by local improvement societies and by neighborhood organizations of many kinds. The advantage the settlement affords in this field of community organization is that it presents continuity of effort. There is a vast amount of change of personnel in most undertakings in New York. The settlements as a whole have shown a persistent effort which can be relied upon for continuity in neighborhood organization, while others come and go. Nevertheless, it is not probable that settlements and neighborhood houses will be able in any thoroughgoing way to cover all the neighborhoods of the greater city. Indeed, the settlements have always urged upon localities self-organization in school buildings. At one time, in the neighborhood which I know best, there were three such active school centers which aroused a fine local response. The activities, however, were largely those which

were already popular or easily understood. Dancing, discussion of current events and athletics were the activities especially enjoyed. The experience gained in management was one of the best features of these centers.

But these public community centers in different sections of New York vary greatly. Interest dies and then revives. The school buildings are often not attractive as social centers. The very fact that people go to school in the buildings is often a drawback. Indeed, there is nothing especially sacred or foreordained about a school building as a social center. A library is as good, if there is space enough. The great advantage the school building has is that there is space for all kinds of after-school gatherings, and that taxpayers might as well use their property to capacity. The practice at present is to charge organizations desiring to use the school buildings for custodial care at fixed rates. The expense of opening an entire building is considerable, but of course it is not as expensive as would be the construction of new buildings with private money.

The success of these school centers depends very largely upon the initiative and skill of its director. Mr. Gibney, who has charge of the extra-academic centers of the New York Department of Education, several years ago included in his budget, as an experiment, provision for four community organizers whose business it would be to inform the localities of their opportunity for self-expression and to organize groups for the social use of school buildings. This item was cut out as an unnecessary frill. But this movement will never be a success until it ceases to be regarded as a step child, and is respected enough to command a continuous and skilled leadership. Enlightened public opinion in this city could be developed by this means more quickly, more cheaply and more effectively than by any other means I know, provided the qualifications for leadership were adequate.

(Continued on page 491)

# Leisure and Creative Art

By MABEL LESLIE  
Director, Art Workshop  
New York City

**S**URROUNDED largely by commercial recreation and mass education, it is more than ordinarily difficult for the individual man and woman to use leisure in other than mass ways. And yet it seems to me that the very essence of wisely used leisure should be the building up of the self-confidence of the individual, of his ability, of his alertness, in contra-distinction to his participation in mass activity in his working life. To this end I suggest providing greater educational opportunity for sharing actively in the creative arts.

Adult and workers' education has concerned itself in the main with the practical or academic side of life. Although workers have used some of their leisure time for education, education for leisure time pursuits as such is comparatively modern. For those who have not the means nor the desire for mechanical assistance in the spending of leisure time, adult education has offered courses including economics, history, science, geography, and mathematics. Almost never outside of sport has education offered the worker an opportunity for creative play. Adult education has to a large extent followed the mechanical bent of the "movies" and has "played upon" the student with the old and reliable lecture method.

Within the last few years a number of social organizations have included the arts in their program with various objectives. The organization with which I am associated—the Art Workshop of the Rivington Neighborhood Association—is experimenting with the creative arts for leisure time. The Art Workshop seeks to provide opportunity for individual creative effort in clay modeling, painting and design, the theatre arts and creative writing. The Workshop is not a

Miss Leslie spoke from the point of view of the private organization supported by private contributions and possibly small fees, rather than from the viewpoint of public movements and agencies for the use of leisure time.

school but what its name implies—a workshop—and little effort has been made at any orderly building up of the background of the arts. Individual projects are conceived and carried on in groups. Professional teachers are used in each group. I give time to the Art Workshop experiment because it is the sort

of thing that I wish most earnestly to bring to the attention of the Committee.

The Workshop enrolls women only. Students come from almost every walk of life. Their reasons for coming can be generally summed up in typical expressions: "I have always thought that I would like to model—just for my own satisfaction. Would it be too difficult working only one evening a week?" "I want to know something about the theatre, not by reading books but by learning about acting," and so on. The Workshop officers reply that it is not silly; that it is not too difficult; and that one can learn without the reading of numbers of technical books; that in fact workers can enjoy the arts creatively without being painters or sculptors, actors or writers. The Workshop puts the emphasis on individual initiative and good workmanship for the satisfaction it may bring to the student. It brings not only the satisfaction of creating the whole of a thing, which workers so rarely do in their business and working lives, there is the greater satisfaction of an understanding and appreciation of the arts encountered in every day life.

All of this is another way of saying that beauty can be brought into workers' lives in a natural, useful way and in contrast to the drab monotony of every day activities. The beauty of creation can give the spiritual food needed. It can re-cre-

*(Continued on page 491)*

# The Leisure Time Services of the Jewish Community Center

**By Judge IRVING LEHMAN**  
**President**  
**National Jewish Welfare Board**

**T**HE ORGANIZATIONS which I, as president of the National Jewish Welfare Board, have the honor of representing before this committee, are among the many thousands of voluntary organizations which engage in recreational activities. Their voluntary character is of a special significance. The men and women, boys and girls who constitute the members and the participants of associations, settlement houses, community centers and kindred organizations, come to them freely and spontaneously. These voluntary organizations, which it is convenient to term "centers," attest the truth of the ancient doctrine, "Not by bread alone does man live." The primary drive prompting participation in center activities is an expression of the need in each of us for human fellowship. They demonstrate the potentiality of that fellowship to enhance individual happiness and social helpfulness.

Never before and nowhere else has the need for fellowship and friendship been so insistent as now, and in a metropolis like New York. We no longer work in the easy, conversational and free atmosphere of a simpler economic order. The work process affords most of us practically no opportunity for cultivating friendship. Our living conditions present the same difficulties. The occupants of an apartment house in a crowded urban section cannot know one another as do villagers.

Our centers are constantly bringing together large numbers of people whom work, living and other social conditions would otherwise keep apart. The attendance, for instance, at an East Side institution last year exceeded a million; in an upper Manhattan institution a quarter of a million; in a Brooklyn institution three-quarters of a million, and in a Bronx institution a half a million.

The structures, the budgets and the programs of these centers are all expressions of the volun-

tary spirit. People have taxed themselves to erect buildings. Through membership fees and contributions they meet a substantial part of the cost of operation. The members are constantly providing the ideas that dictate center programs. Out of their ranks come literally thousands of volunteers, assistants, supplementing the professional social workers and teachers. These volunteers serve on boards, committees, house councils; lead clubs and Scout troops; teach religious schools; supervise libraries; coach plays and teams; referee games, etc. The center is thus an important tool in the American democratic experiment, aiming at self-government and self-help.

From a broad social viewpoint, the changes that take place in the interests and attitudes of center members are of the greatest significance and emphasize the importance of these leisure time agencies. From play in the narrow sense of fun making they proceed into the more enriching experiences of re-creation in a very broad sense. They find themselves enjoying various elements of the center program, which has become a very complicated pattern, including social, educational, artistic and health promoting elements. The members proceed to take part in these activities, frequently at the suggestion of and under the guidance of trained workers, who constitute the professional body of center executives.

What do center participants do? A few illustrations may serve our immediate purpose. Our national and regional organizations are constantly called upon for arrangements for lectures and concerts, and for the celebration of religious and civic holidays. The auditoria of these centers are used to the maximum for these mass cultural



activities. The subjects of the lectures deal with fundamental interests of life, whether philosophic, economic, scientific, or literary. They are usually followed by stimulating and thought-provoking discussions. Thus, one of the many open forums conducted by centers has a weekly attendance of 700. That public taste has become more refined can be seen from the demands for better music in the concerts and in the appreciation of art exhibits.

The participation of members in such activities, not merely as auditors or spectators, is of the utmost educational value. Dealing with large numbers, our centers naturally utilize the mass plan of activities. The individual, however, has the freest opportunity for having his personality recognized and for making himself felt in a social situation in the small group or club. All of our institutions promote self-governing and properly supervised clubs. Last year there were in operation in the Metropolitan League more than one thousand such clubs. These reveal talents and bring leadership to the fore. There are now serving as members of Boards of Directors and in other important communal enterprises men and women who received their early social training in community center clubs. Recruiting and training volunteers is a continuous function of these centers and their regional and national headquarters.

For intensive educational development they are to be found in the music schools as members of the orchestra, singing societies, and the music classes. They attend cultural, vocational, domestic science, and Americanization classes. Our leisure time programs are opening the way for the exercise of the creative capacities of many people who ordinarily would find no outlet or encouragement in our system of large scale production and mechanical division of labor. The art classes, the crafts shops, and the Little Theatre promoting the production of good plays, mean much more to the individuals concerned and will mean more and more to our civilization.

The maintenance of physical health and mental poise being of paramount importance in this hectic, noisy and strenuous civilization,

the health and physical educational departments occupy a central place in the center program. Adults are making increasing use of gymnasia, swimming pools and handball courts. These activities are directed by instructors and are preceded by physical examinations. Men and women are taught how to take care of their bodies and to play together in a sportsmanlike manner.

In summer the hot and dusty city has decided limitations for health work. Camping for adults as well as for children is the modern way out. Twenty-three camps, with a capacity for 2500 children and adults at one time, are conducted by Jewish institutions in the New York area. One of the most interesting developments in the field of recreation is the home camp which is indicating a way of meeting the recreational needs during the summer for those unable to leave the city.

One need but spend an hour or two in a center to see how the program brings adults and young people together. The old and the young mingle freely in services, lectures, class and game rooms. The Jewish center is co-educational and seeks to serve the family on a family basis. I venture to submit that in any sound program for leisure time activities we must keep the ideal of the family steadily before us. Work does not bring father and son, mother and daughter together, but play can and should. That is why I have not restricted this description of the Jewish center program to its adult elements. It is our view that we are dealing here with nothing less important than human personality. Personality is unified and, to be healthy, must be whole. Recreation cannot be separated from work in its effects upon the individual. Whatever we do, whether in work or play, influences us, and if we are to play wholesomely as grown-ups, we must learn to be wholesome in our play as children.

"The person who uses leisure time advantageously exerts certain controls on himself and on his associates. The person who participates wisely in leisure time activities is likely to be possessed of good mental health as well as good physical health. And the person who is master of himself in leisure has mastered one important phase of the development of his personality. We might contend that to master one's leisure time is to be truly educated."—*John A. Kineman, in The Journal of Health and Physical Education, December 1933.*

There is a community-wide significance to Jewish center work to which I should like briefly to refer. The spirit of mutual understanding and good will that prevails among racial and religious groups in New York City has helped to make this great metropolis an outstanding community and justifies our hope in American democracy. The

(Continued on page 492)

# Leisure Time Opportunities for Young People

As they are provided by the Young Women's and Young Men's Christian Associations of the City of New York

## Activities for Women

By MARGARET WEBSTER

General Secretary  
Y. W. C. A. of the City of New York

"To put the problem briefly, there must be "high-brow" and "low-brow" and "in-between" activities, and opportunities should be offered in both academic and popular form."

THE USE OF LEISURE TIME is purely an individual matter, dependent upon individual choices. Few persons really have a plan for their leisure time; its use seems to be, for the most part, on a purely opportunistic basis. This may be due to the fact that all the rest of their time is planned and controlled by external circumstances, and the very natural reaction is to covet hours when they do not have to do anything. There is a good deal to be said, too, for this point of view, in days when pressures are so intense and manifold and insistent; and undoubtedly real values are achieved even from vacuous leisure. However, it could hardly be said that such would be the *best* use to make of one's free time.

This casual attitude toward leisure is largely the result of early training. Somehow the same attitude toward the wise use of time that many of us have had dinned into us regarding the wise use of money should be engendered in the very young. Could not the importance of beginning this training early be further urged upon the schools and upon the family, and a program be devised which would have as its specific objective helping the young person to choose his free time occupations constructively and with some sort of aim? Certainly if the community has leisure-time facilities to "sell" it should do more to build up a larger group of "consumers."

### Objectives

There are many objectives to be achieved through the use of leisure, and these vary with

the individual. They fall, however, into a few classifications which are probably quite general. They are:

1. Relaxation and release
2. Social enjoyment
3. Personal development
4. Occupational advancement
5. Health
6. Service to the community

It is important to keep in mind what individual persons may be seeking when they choose the way they will spend their few precious hours of free time. There are certain determining or limiting factors to be considered which affect very largely the individual selections that are made: the social status, which has certain standards and vogues; the educational and family background, which has developed certain interests and established certain habits; the age; the economic status, which limits choice; physical energy, which controls largely what may be done, regardless of desires and ambitions; and, in a very large city, the distances which have to be covered, and the time consumed getting places.

For these reasons no leisure-time program can be adequate unless it is extended to include all possible types of interest or leisure-time activity which might aid in the achievement of each objective, and unless it makes all these interests and activities available in graded form to meet the differing requirements of individuals and at costs which will not be prohibitive.

Few people seem to think the resources of this city are not adequate. They appear to be limit-

less, especially along cultural lines. I question, however, whether the outdoor facilities in a very large city can ever be entirely satisfactory. Unquestionably there should be more playgrounds, more parks and open spaces, more tennis courts, more volley ball courts and more golf courses available at moderate cost. The desire to ride horseback and to play golf is not confined only to persons who can afford what the city now offers.

Many of the leisure-time opportunities in New York City are lost because they are known to so few. Something should certainly be done to acquaint people with what is here. I would like to suggest that a really adequate directory be assembled of the leisure-time facilities of Greater New York. Several small attempts have been made in this direction, but so far as I know nothing in any way comprehensive has yet been compiled. Some of the newspapers, especially *The Daily News*, *The New York Times* and *The Brooklyn Eagle*, with whose services I am familiar, maintain excellent information bureaus. Could not the machinery already set up be utilized to furnish a much more extensive and detailed service? Special supplements might well be published by these papers, with material organized from the standpoint of the interests of people, and variously classified as to cost, location, hour, etc. I can think of no other single thing which would be so valuable. It would be informational to those seeking specific facilities; it would be suggestive and stimulating to those who are looking for ways to spend their free time.

#### In the Early Days of the Y. W. C. A.

The Y.W.C.A.'s of New York and Brooklyn are particularly interested in young women and the opportunities and stimulation which they need for enriching their experience and equipping them for fuller and happier living. The Y.W.C.A. was founded for this very purpose, and every year of its more than sixty years' existence in this city it has adapted itself to the changing needs of young people and to preparing them for the broadening fields of opportunity opening to them. With its hand on the pulse of the times, the association inaugurated classes to prepare young women for their new chance in the business world; it was the first organization to offer instruction in stenography and typewriting to women, and it has consistently kept its position in the vanguard of vocational training. It has lived with young women through the years of shorten-

ing working hours and lengthening leisure hours. Its program has been set to fit the needs and desires they expressed. In the early days, in addition to offering them training for the few occupations then open to women, the Y.W.C.A. was principally concerned with their social, cultural and physical well-being. The 1872 annual report stated that there were in New York "200,000 women patiently struggling for a livelihood, working for wages one-third those of men while their necessary expenditures were one-third more than those of men; that their twelve to fourteen hours a day of work exhausted their feeble frames, and that they could not safely mingle in general society with the same freedom as men." Ten years later when physical training for women was first introduced, the Y.W.C.A. incorporated it into its program. To quote again, "Great care is taken that the women have the proper amount of exercise, which consists of light calisthenics, accompanied by the piano. . . . The classes are of the greatest benefit to the women who all day have bent over desks and sewing machines; for they come to class pale, tired and drooping, to leave with rosy cheeks, rested limbs and erect shoulders!"

#### Today's Service

Today the Y.W.C.A.'s in New York and Brooklyn have twenty-five centers in the Boroughs of Manhattan, the Bronx and Brooklyn. Twelve of these are for activities; two being for Negro young women and two for girls of foreign nationality; thirteen are housing units which also have program features. Besides these, five summer camps and one year-round vacation lodge are operated by the two associations.

The resources of its buildings and the leadership of the Y.W.C.A. are at the service of the community in the interests of young women of all nationalities, races and religious faiths. Its program and organization are flexible; it can undertake new enterprises; it can try experiments; there is no limit, except the financial limit, to the program which it can offer. The Y.W.C.A. and the Y.M.C.A. are among the very few institutions in the city whose programs comprehend the complete range of leisure-time objectives, and recognize the fact that all groups of young people want all types of leisure-time activity at varying prices and in different localities.

Two interesting projects are now going on under the Brooklyn Y.W.C.A. One is a five-week course for the Association's lay and pro-



fessional leaders, designed to acquaint them with the underlying philosophy for the use of leisure-time. The other is a training course planned to meet the community need for leadership in leisure-time activities, which is to demonstrate the use of dramatics, music handcrafts and sports, both indoor and outdoor. Expert teachers in these fields are giving the course.

As a result of the New York Y.W.C.A.'s enterprise, the city now has a craft center. This was established last year by the Y.W.C.A. in cooperation with the New York Society of Craftsmen, after it had been ascertained that no center such as was contemplated already existed. It is a workshop where one may learn, or work independently in modeling, painting, etching, block-print pottery, wood-carving, textiles, metalry and jewelry. It is open to all persons. Last year 226 students were enrolled and they represented fifty-six different wage-earning occupations. At present the students range in age from 16 to 83; they are both men and women. In the shop will be found an accountant at the etching table, a housewife pounding a metal bowl, stenographers who prefer the jewelry bench to the movies; a mother who likes metals and enamels better than bridge; a doctor who finds relaxation in etching; an office manager who paints; a hair-dresser who carves wood, and many teachers who seek further and better knowledge of the crafts.

In closing, may I emphasize the great importance of the attitude of *youth* toward leisure. Opportunities may be offered them, but they must make their own choices. Freedom to choose is essential. Any attempt to control leisure or to regiment it, robs it of its potential power. If it is true that "Life goes the way that youth finally takes," then our responsibility is to spread before young people every opportunity possible, and then leave them to choose what, we hope, may bring stimulation to their minds and enlargement to their souls.

Asked whether she felt private resources could in the future, to the extent to which they had in the past, provide programs when public resources may conceivably furnish adequate facilities, Miss Webster said: "I think no organization should continue any type of program without investigating other resources in the community and having very good reasons for continuing. I often think a number of things seem to be duplications because they are called by the same names, whereas actu-

ally they are not duplications if they are thought of in more complete terms."

Miss Webster stated there has been an increasing demand for recreational opportunities which young men and young women might enjoy together. It is believed to be extremely important to provide these opportunities, and the Y.W.C.A. and Y.M.C.A. in the city are working in close cooperation. There is a council of young people representing the different Y.M.C.A. and Y.W.C.A. centers which plans a very comprehensive social and educational program for the young people of both organizations.

## Activities for Men

By CLEVELAND E. DODGE

President

Y. M. C. A., New York City

TO MAKE a complete tour of the Young Men's Christian Association centers in New York and Brooklyn would require several days and would take one to many parts of the city. The five boroughs are served by two organizations. The Y.M.C.A. of the City of New York with fourteen branches having special responsibility in Manhattan, Bronx and Richmond; the Brooklyn and Queens Y.M.C.A. with seventeen branches operating in these two boroughs. This report relates to both organizations having served during the past year a total of 61,000 men and boy members.

With the aid of special gifts from friends both Associations have recently been surveyed at considerable cost, and as a result are more and more individualizing the membership service as evidenced by the increased emphasis on individual guidance.

In a tour of these centers devoted primarily to a happy combination of youth, free time and character, one finds a daily attendance of approximately 40,000 men and boys enjoying the use of twenty-two modern club buildings in which citizens have invested some \$21,000,000. Our tour might include visits to twenty-eight gymnasiums where young manhood is maintaining physical fitness through enjoyable recreation under trained leadership. One could see in nineteen swimming pools the wholesome thrill which young men ex-

perience in aquatic sports in clear, clean water. On seventy-five handball courts one could view perspiring youth in joyous competition.

Our tour might inform us of ambitious young men seeking mental alertness needed for successful achievement as they improve their free time by study at Y.M.C.A. schools consolidated at the West Side, Brooklyn Central and Bedford Branches. Or one might be surprised at the greatly increased use of spare time in informal educational activities such as discussion groups, forums, and debating societies. Here keenly alert young men with the guidance of sympathetic council discuss how to meet the perplexing problems of the present era.

As our tour progresses one becomes impressed with the great needs of metropolitan young men for congenial society, self-expression in social events, and especially those participated in by both young men and women. Stopping in any one of these twenty-nine Y.M.C.A. branches, one finds plenty of evidence of chances provided for satisfying social hunger through dances, bridge parties, chess tournaments; through cultural pastimes such as Glee Clubs, orchestras, amateur dramatics; through hobbies, including modeling, painting, photography, metal work and a wide variety of others. In going the rounds one could look into 5,377 sleeping rooms designed to provide comfortable and pleasant living accommodations for those away from home. Then there are eating places for the convenience of these and other members.

In our travels one might visit the nine general branches of the Y.M.C.A. serving mostly employed young men in all kinds of vocations. One might view with pride two large branches devoted to the welfare of Negro young men and boys, centers of culture and civic leadership in their respective communities. Three Associations offer facilities primarily to employees of railroads and affiliated companies. Five minister to the leisure needs of enlisted men of the Army, Navy, Marines and Coast Guard. Two devote themselves exclusively to men and boys who "go down to the sea in ships."

With an undergraduate population of approximately 100,000, thirteen centers of the Intercollegiate Y. M. C. A. on various campuses devote their attention to student life. The Bowery Y.M.C.A. has a constructive method of dealing with unemployed and destitute men and provides a

splendid social and recreational program for such leisure as these men have, and a chance to work their way back to independence and self respect. One Y.M.C.A. specializes on work with factory employees in Long Island City. How young men from other communities spend their first days in the metropolis often makes considerable difference respecting their futures. Consequently, William Sloane House has been dedicated to a hospitable welcome for transient young men.

The Y.M.C.A. has developed a non-equipment form of leisure time service to youth which finds expression in one branch serving youth in the financial district, another in the area just south of Harlem and a third in Brooklyn. Our tourist would find at nineteen Y.M.C.A. branches organized departments for meeting the leisure needs of younger boys a most vital factor. To watch these lively coming Americans is enough to thrill any citizen interested in our future civilization.

Our trip has indicated something of the physical equipment and program resources provided by these Y.M.C.A.'s. It has been noted that many of the young people are enjoying themselves in groups. In this connection it might be mentioned that in October 1933 there was a total attendance in such Y.M.C.A. directed group events of nearly 240,000. Many young men, however, prefer individual activities. The individual uses of the Y.M.C.A. facilities during this same month totaled over 500,000.

Our tour would reveal the large use of Y.M.C.A. facilities by other agencies. This represents a large contribution to the community respecting leisure time of youth. One would have to travel many miles outside of the metropolis to reach all five of the well-equipped camps for boys and young men operated by these Y.M.C.A.'s, where vacation leisure is made attractive and beneficial. Furthermore, there is a decided increase in the number of outdoor activities which the Y.M.C.A. conducts such as week-end outings, hiking trips, educational trips and athletic sports.

The genius of this organization has grown out of the happy combination of devotion by both laymen and professional workers. On our tour one would find an employed staff of 210 people especially trained to cooperate with young men in working out their spare time activities. Cooperating actively with them would be found 650 citizens on boards of directors and boards of managers and trustees, and more than 4,500 laymen

*(Continued on page 493)*

# The Catholic Church and Leisure Time

## Leisure Time Activities of Catholic Agencies

By VICTOR F. RIDDER  
President  
State Board of Social Welfare

AT THE OPENING session of the National Conference of Catholic Charities recently held in New York, the Conference President, Monsignor Keegan, in the opening address said: "In our present stage of civilization, the great masses of our people should own enough of this world's goods to give then a real foot-hold on the earth. Able-bodied, willing men should be assured of steady work under healthful working conditions and should receive for it a wage sufficient to support their families, and in addition, a modest competence for the exigencies of life and for the inheritance of their children. *Home life should be lived in healthful surroundings with opportunities for proper recreation, for social life, and for the fulfilment of man's duties to God.* Finally, family life should enjoy a security which will permit it to be a haven of love and a proper place in which to rear children."

I am happy to assure you that we are most hopeful that behind the compelling force of this committee a set of commendable objectives can be outlined and a machinery devised that will bring about their accomplishment.

You may be interested to know that one section of the National Conference of Catholic Charities termed a Committee on Neighborhood and Community Activities deliberated at length on how the Catholic Church, through its institutions, could make more effective the proper utilization of leisure time. Some of the points stressed in

**"We should do everything possible to have our people participate actively and intelligently in programs of public welfare. It is a mistake to assume that public welfare should be separated from the people. They should participate in it with understanding and enthusiasm because it belongs to them."**  
From *Charter of Catholic Charities*.

these deliberations seem to me possible of achievement here in New York and could be effected immediately through either the federal, state, or city forces now organized. It was agreed that greater opportunity must be afforded for the participation in physical and social activities and as well in cultural activities either as a part of a recreational program or educational one. Some of the means suggested include the following:

1. Enlistment of unemployed professional people to instruct in their chosen professions.
2. Selection and assignment of trained leaders for directing programs of all types concerned with the constructive utilization of leisure time. Where a sufficient number of trained leaders are not available, selections should be made from the rank of the unemployed and proper training provided.
3. The placement of trained leaders with the various social agencies.
4. Utilization of public buildings for leisure time activities.

The history and tradition of the Catholic Church from its very foundation, and in all countries, have favored the principle of a sound mind in a sound body, and to attain this objective it has favored and promoted myriad activities devoted to this purpose. The interest of our Church in the field of literature, music, painting, sculpture and dramatics is well known. It is proud of its accomplishments in these fields and continues today to promote in every possible way these cultural activities. Many games, plays, festivals and pageantry of today owe their origin to celebrations arranged in honor of feast days of the Church.

In our own Archdiocese of New York, His Eminence, Cardinal Hayes, has been well aware of the past history of the Church in endeavoring to support all constructive devices for the proper utilization of leisure time, and has not only commended enjoyable pursuits with due safeguards but has built an extensive program for just this purpose.

To enumerate all the activities of the Catholic agencies in the Archdiocese organized for the benefit of young men and young boys, young women and young girls, would be perhaps a needless repetition of well known facts. It will suf-



fice to name but some of them in order that you may realize the scope of this program and evaluate the interest of the Church in this work:

- Catholic Boys' Brigade (24 branches)
- Catholic Boys' Clubs (6 branches)
- Carroll Club
- Catholic Young Women's Club
- Associated Catholic Camps (14 camps)
- Summer Homes (7 homes)
- Catholic Settlements (9 settlements)
- Boy Scouts (72 troops)
- Girl Scouts (104 troops)

These agencies I have mentioned are annually providing proper recreation for 19,145 boys and young men and 16,660 young girls and young women a number which could be easily expanded without straining our facilities. In addition, there are many clubs and organizations of different types connected with our churches in the Archdiocese and their schools.

A centralized coordinating office is available for all these agencies through the Division of Social Action of Catholic Charities. During this continued depression, when this balance between mental and physical strain and mental and physical relaxation should be better adjusted, the lack of proper financial resources has caused a serious plight for most of these agencies. Realizing the importance of their continued existence as daily examples in countless number revealed, these agencies have struggled on. The contact through the central office of Catholic Charities with the Gibson Committee brought about the assignment of 135 workers, employed on a made-work basis, and these were distributed to the various agencies. It made a most valuable contribution and kept the work going unabated.

It meant keeping the buildings open the whole day to serve the unemployed; it meant the promotion of activities such as dramatics, music, boxing, wrestling, etc., for all classes that otherwise would have been denied. It meant extending activities to densely populated streets set aside for play for groups somewhat removed by distance from a recreation center. Other employees so assigned studied the possibility of extending this type of work through our various parishes in which there are usually halls or other buildings and equipment available for leisure-time pursuits. There have been compiled and issued in mimeographed form thirty-four pages of material describing the great wealth of recreational activities available free or at low cost within and near the city.

Since the Gibson Committee ceased its activi-

ties—and this resulted in the withdrawal of this supplementary assistance—the codes have shortened hours of labor and the problem of leisure has been increased with resources to meet this increased problem considerably lessened. That is the city's plight today.

We witness the assignment of large sums to provide work so people may exist. Should we not consider the possibility of having funds provided to create work which will help people not only to exist but also to live well, physically, mentally, socially and spiritually? Our recent Conference stressed time and time again social justice for all. Does social justice end when bread alone is provided?

Conditions today are changing—all must keep step and help bring about a better equation of social justice. It is perhaps not too much to expect that from these deliberations a well-thought out constructive program may result. The crying need for leadership, or the training of adequate leaders may result. I am confident that if a constructive program is developed, if resources can be mobilized and the present work—which but scratches the surface—can be made more extensive, our agencies will welcome the opportunity to do their part. I have especially in mind one organization, the Catholic Boys' Clubs, with six different clubs strategically centered, trained personnel, equipped. These clubs already have had three years intensive experience in dealing with this problem. They can expand readily without difficulty, the overhead remaining the same. What is needed is trained leaders. I want to stress again the need of keeping any work along these lines on an individual basis. We must reach those in particular who, lacking family ties, must seek their recreation away from home.

## Facilities for the Leisure of Young Women

By TERESA M. FIELDS  
Director, Carroll Club, Inc.

AS I UNDERSTAND IT, I am to discuss three major questions at this hearing: 1. What do people want in the way of leisure-time activity? 2. How much of it are they getting? 3. What additional opportunities and facilities are needed in New York to provide enjoyable use of enlarged leisure?

In dealing with the question "what do people want," I shall confine my evidence to my experience with the group with which I am now working, The Carroll Club, Inc. While this is a selected group of Catholic girls and women who belong to a dues-paying club with a program which offers a wide range of free and pay events, I believe that for our purpose it is representative of the interests of many thousands of women in the metropolitan area who are by no means to be classed underprivileged.

We find that a desire for physical activity is almost universal, and is not confined to any particular age group. Swimming, tap, rhythmic and social dancing, corrective exercises, tennis, golf, squash, riding, hiking and organized games, such as basketball, indoor baseball and field hockey are all popular. The use of our pool and gymnasium by outside groups at the hours when they are not used by members has greatly increased this year. In fact, the number who tell us they formerly used school or neighborhood facilities which are closed because of the depression is far in excess of our ability to accommodate them in either the afternoon or the evening hours. With sufficient funds to staff and promote such a project, our equipment and facilities which now stand idle in the morning might be made to serve a large number of people who have morning leisure—enforced or otherwise. It could also be made a training center for volunteer recreation leaders who might in turn develop wholesome programs on a parish basis. It might serve a further important purpose to provide an opportunity for girls who have trained for recreation but have not secured positions to obtain experience under supervision.

On the other hand, our instruction in tennis and golf is limited by the lack of neighborhood tennis courts and public golf courses where members may conveniently play. The ardor to hike is dampened by the distance one must go to reach open spaces as well as by the dearth of leaders with a knowledge of out-of-doors.

We find an avocational desire on the part of our membership for instruction in public speaking, French conversation, interior decoration, home-nursing and care of the sick, the crafts, photography, music and drama. Lectures and discussion groups exceed in numbers and in point of attendance all types of activity. As to subject matter, interest in the Philosophy of Religion is far in advance and is followed relatively by Foreign Af-

fairs, Current Events, Book Reviews and Psychology. Lectures in series are most popular, and those which involve discussion or supplementary reading are definitely more successful than those without. In discussions led by the same individual, interest is vastly more sustained than in those where the leader is changed from time to time.

Social affairs, such as teas, parties and dances seem to make a special appeal to girls and women who are strangers in the city, have moved to a new locality or who for some other reason desire to extend their personal contacts. The informal dance brings out the younger girls who are frankly interested in meeting new men and rarely bring the particular man.

Not to be overlooked is the desire for opportunity for service to others. One of the most constant groups in the club sews for orphanages and hospitals, visits the sick and needy and assists the various community organizations in their drives for funds.

So much for what our particular group of people want and get.

It has been conservatively estimated that there are within the metropolitan area at least 150,000 Catholic women of similar age, educational background and potential interests. The group we serve is less than 1% of this number. While no one center could hope to serve this whole geographical area, one center, adequately staffed and used as a laboratory could plan, train leaders, and supervise on the parish basis a leisure time program which would be a contribution to the community.

It is my firm conviction that one of the most important factors in the solution of this whole leisure time problem which we are facing is leadership, both professional and volunteer. And an equally important one is a proper attitude on the part of the public toward organizations working in this field. Colleges which receive endowments and subsidies are not looked upon as charities but educational institutions. Are not the character building agencies just as truly educational and should they not be as generously endowed if their standard of work merits it?

With all due respect to those who contend that leisure activity must be what the individual chooses to do—I must insist that at least the door be opened to intelligent choice. With all due respect to those who contend that leisure activity

*(Continued on page 493)*

# Leisure Time Principles

**I**T IS NOT desirable that any group attempt to determine how the leisure of the people shall be spent.

It is not for any group to proclaim that for any individual at any given time certain activities are of a higher or of a lower order—so long as such activities are doing injury to no one.

The first thought ought to be what do men and women want to do—the next thought what would they want to do if they had full and complete knowledge and experience and if facilities were available.

It is important for all of us to take a long time view of man—of what has proved permanently satisfying to him, of the direction in which he has been evolving during the centuries, of all sides of his nature, of his many moods, to try to help him to have an environment in which there is a wide, rich, and satisfying choice of activities which seem to him at the time satisfying and which in combination will in retrospect be found still to give satisfaction.

It is not desirable that all leisure be spent in activity. Idleness, loafing, just resting, as well as contemplation, meditation, have a part in living. It ought not to be assumed that a person ostensibly doing nothing is wasting his time.

It is therefore important that adequate facilities be available for men and women to carry on in their leisure those human activities which have been found most permanently satisfying.

That there be a rich variety of choice in leisure activities for the individual and the group.

That there be opportunity for men and women to acquire skills in various forms of activity so that they may determine intelligently for themselves whether they find enjoyment in such activities.

In provision of leisure opportunity in America there should always be recognition that ability to find

satisfaction in any activity is not necessarily conditioned by birth or other external circumstances; that the United States is founded on the idea of the inalienable right to the pursuit of happiness and that this right ought not to be confined or abridged in any way by class distinctions; that the poorest should have opportunity to discover whatever pleasure he may either in activity in or appreciation of music, drama, art, sport, nature, craftsmanship.

It is important to society that citizens should have opportunities to use their new-found leisure in service to local, state, and national government, and in the building of cooperative non-governmental local and national enterprises—such as those in the field of religion, education and politics.

There is a place for "foolishness and nonsense" in the use of leisure. It is not desirable that men and women be serious all the time.

The use of leisure is the particular way in which an individual expresses his own personality, what he really is, and it is of the greatest importance that whatever is done should be done in such a manner as to clear the way for a man to be himself rather than to make all men more alike. Leisure activities are the last place where standardization should be tolerated.

It is true that certain individuals think of their own leisure largely in terms of "self-improvement," acquiring culture, gaining an education, while others primarily wish to have a good time

to enjoy themselves. While certain individuals are more attracted to formal classes, others start in informally with music, drama, craftsmanship, nature activities, physical activities, purely as recreation and yet while following their own desires and doing the things they have always longed to do, they incidentally obtain education, self-education which may have equal or greater value than what they would have received from formal classes.

**"What are the new meanings which leisure is to bring? First of all, perhaps, comes freedom. If leisure is to be meaningful its activities should flow from free choice; absence of regimentation is the basic condition under which leisure time activities may produce valid experiences. But, freedom for what end? In simplest terms, for the projection of the self; for purposes of expressing what is latent in individual personalities. The standardizing forces in our civilization are already so powerful as to make individual effort seem meaningless; when leisure comes we should be ready to find meaning in the discovery and release of the self."—Eduard C. Lindeman.**



# Our Public Libraries and the New Deal

By SARAH BYRD ASKEW

Librarian

New Jersey Public Library Commission

**Our public library-indispensable as a morale builder, and a friend in need!**

"In times of economic and mental stress such as the present, the need of mental recreation through books becomes especially important to citizens of all classes, for every class has been touched by the depression, and each person, regardless of his standing, feels in his own way the need of literature to take him out of himself. Citizens are turning to books for information, for inspiration and courage, for solace and mental recreation, and are finding in them a stimulus as helpful to minds as are physical sports to their bodies. Reading for most of them nowadays has become a vital and significant necessity."—  
From San Diego, California, *Municipal Employee*, May, 1933.

"**W**E HEAR that they are thinking of closing our library reading room in the evenings this winter because they can't afford light and heat. Well, that will be just too bad for everybody because we men who have been collecting in the library and reading will collect on the street corners and in the back rooms, and you know what that means. It will be hard on us for a while, but then we'll get so we don't mind and then it will be hard on everybody, for what you learn on the street corners and in the back rooms isn't so good for the town, and we won't be much citizens or much workers if we do get work and we won't care much if we don't get work after a while." That's a letter from a pottery worker out of a job for two years.

"What *shall* we do? We have nothing but our library here—our children go to a consolidated school in the big town and our church is just open two Sundays and the minister doesn't live here and now they say they've got to give up our book station. They'll be sorry, for there'll be lots of devilment going on and it won't be the fault of the boys and girls, either." That came in a letter from a little community on the edge of the woods.

"I have had a chance to learn something this past year and a whole new world is opened up to me, and I am going to be a far better worker when I do get a job, and you bet I am going to keep on studying. Most of the girls feel that way, too." That's what a garment maker said to a librarian.

"Your books have saved my reason," said an engineer. "When I came in I was at the deep end and half mad, but now I have both my second wind and my second sanity. I had to read the first page in this book over ten times to get what it meant, but by the last chapter my mind was so steady I took it all in first reading."

"Just those detective stories you lent my husband saved our family happiness this winter. I thought he would ruin life for the children as he had just nothing to do but sit and nag. He stopped nagging when he became interested. He's studying now that he's working part time." This from a mother of five whose husband didn't work for two and a half years.

"Can't you send us books to read and books on something to do or make to keep our boys and girls from hating home this year when we have no money for movies or gasoline to get there,"

says a letter signed by seventeen mothers living along a suburban road.

"People are waiting for seats and all the chairs are taken in our reading room all hours of the day, and I don't know what to do when we have to close at night because they do not want to go home. It seems terrible to put them out," writes a librarian.

"What is that line of people waiting for?" asked an onlooker. "For some books to come in for them to take out," answered the head of the circulation department of the library.

For years the reading rooms of our libraries have been crowded and lines of people waiting for books often go away finally without a book on the subject wanted. People have sat on the steps waiting until the library opened in the morning and have had to be begged to leave when it was necessary to close in the evening.

#### The Library and the Unemployed

These were the unemployed who were idle through no wish of their own and, as one expressed it, "in danger of becoming bums when we don't want to be bums." They came to the library for an escape from the hopeless waiting, for new thoughts instead of the old round of the squirrel cage without a way out. They came for recreation and for relief and found it. In the library they found something that kept them going a little longer, assuaged some degree of bitterness and gave some glow to a leaden sky. The libraries show three times the readers and twice the book circulation, and a large proportion of the new readers are people who never used a library before. These the librarians aid as best they can, often with funds depleted from necessity.

At a meeting of an Emergency Relief Committee the question was asked: "Where are the young

men—we see the older men at our Y.M.C.A.'s but where are the young men?" The answer came from another member of the committee: "The young men are in the libraries, judging by what I saw in the reading room in our town." During the time that the road seemed to be ever downward the library combated despair, created morale, diverted and steadied the minds of thousands upon thousands of the unemployed. Many whose thoughts might have been for revolution, destruction and hatred were kept wholesome citizens through the recreation and sane thoughts furnished often through seemingly unimportant books. If the morale of the unemployed had once been broken it could not have been mended, for while we can rebuild material things, when the morale and courage of a people are destroyed a nation has nothing with which to rebuild for these are its tools.

There has come a rift in the clouds, hope is springing up and numbers have gone back to work, but many thousands in our own state are still unemployed and many hundreds, perhaps thousands, in our own community depending upon the size of that community. In the first flush of



You may see a scene like this on any afternoon, if you will drop in at the children's room of the Perth Amboy Library.

the upturn all of the unemployed had high hopes. As time passes it is harder than before for those still waiting; they are depleted physically and morale is at a low ebb. These still crowd the libraries. Today the libraries are more and more serving those still idle and turning discontent into constructive thinking. Not only is this true of the library as a reading room and for those who visit it and wait for a chair to be vacant so they may sit and read, but it is as true of the home. As the cold months come there will more and more be the need of indoor occupation and recreation for those who have no money to spend and must remain idle. As it is the breadwinners who are idle this need is for all the members of their families. Books brought into the homes of the unemployed, mothers and fathers tell us, tend to relieve monotony and promote family peace after long idleness and too close association has devastated nerves and tempers.

#### **Demands of the New Leisure**

Besides those unemployed, there are other newcomers who are now joining the crowds in the library. With the NRA codes there comes to workers leisure never known before. Therefore, many do not know what to do with it. The tradition has been to train people to work rather than to live. Now there are many hours left after the job is done, and workers turn to the library both for immediate recreation and to learn how to make recreation for themselves. Their problem is somewhat different from that of the unemployed. Many want just to read, to pass the time at first; many come for one thing and stay for another; others come with a determination to learn for themselves. These are seeking something definite. They want not only to fill in their time and to escape boredom, but they want something better than they have ever had upon which to spend this unexpected gift of a leisure that is not haunted by want and dread.

To these the library opens up a vista never before realized of new thoughts, undreamed achievements and far countries. It gives them an opportunity for growth as well as a place of escape, and by putting the best within their reach it gives them a goal. As one man said, "I always knew how to work, but I never knew how to really live, and now I am learning that." He was

taking home with him the books, "What Men Live By" and "A Little Garden." He turned at the door to say, "There's a waste patch behind the house in which we live and the man who owns it says I may work it next Spring and go halves on anything it grows." He added, "It won't be much for vegetables but it will be fine for me and the kids."

A woman sits fingering a dozen books and at last asks advice because she never had a chance to learn, she had to work so hard, and now she has time but she doesn't have money, and she wonders if she can't learn from books in the library to know and like things outside, as well as get a little education. She adds that there are hundreds like her.

That is where the library comes in. For such there should be reading clubs and courses, as well

as an adviser. There will be, for when the people see the real need they respond. At present the librarian with her staff does all she can to fit the right book, to catch at the right moment the uneasy minds of those who turn to the library. Many things have been started. The members of a club of young men in one

community insist they are learning in the library how to amuse themselves next winter. A club of girls in another community have as their objective "Learn to have fun the right way and learn something while you are having fun." They make the library the center of this club. Most of them are from the clothing factory. One of them laughs and says, "Now all God's chilluns got time." The gift of thought and understanding and vision can now be made to these people through the library while giving them recreation.

A great leader among women has said that young people, well started but unfinished for their life work, are turned out of our educational mills and thrown on the scrap heap. Without work of any kind they were being allowed to stagnate, to experience futility, to despair, to degenerate. Many of these the library found in the ranks of the unemployed and it has helped to steady them and build them up for the job when it came. Now that the job is here it gives something more. It is helping young people to carry on, teaching them to cope with an upset world and helping them to develop latent talents.

*(Continued on page 493)*



## World

### Arts and Sciences

MANCHESTER, New Hampshire, has an institute of arts and sciences which is practical and unique. Any adult may enroll in it for classes in the departments of fine arts, the Craftworkers' Guild, in music, literature, creative writing, original play contests, home economics, natural science, history and other subjects. Lectures are frequently given by noted authorities, and there are special events along musical, dramatic and literature lines. The entire cost to an adult is an annual registration fee of \$5.00. For a limited number of classes there is a fee of \$1.00 per class for two terms. Children up to sixteen years of age pay an annual registration fee of \$2.00. These fees admit to all lectures and special events. The institute was made possible by a gift of Mrs. Emma Blood French, sister of Mr. F. D. Carpenter, who eighteen years ago built the city library as a memorial to his wife. The library has a special art department containing books of great value which serve the institute art students. The library has a fund for the purchase of books and treatises on art.

### A New Club House for Golfers

AT THE Dyker Beach municipal golf course in Brooklyn, New York, where over 1,200 golfers play each week-end, the Park Department is constructing a club house for the golfers. Plans for the building were prepared under the direction of the chief engineer by the emergency work architect and a staff of emergency work architects and engineers. A considerable amount of salvaged material is being used in the construction from the demolition, by emergency work employees, of several structures on property acquired by the Park Department. About a hundred men from the Emergency Work Bureau are employed at one time on the building, with possibly another hundred working on grading, landscaping and road construction. The club house will be a one story brick structure in the Roman style, low and rambling, with a slate roof. There will be two locker wings for men with showers and



*Courtesy Manchester Institute of Arts and Sciences*

a locker capacity for 300 people, and a women's locker wing accommodating 100 individuals. These wings are directly accessible to the main tower entrance through a common lobby permitting independent control from the rest of the building. A large circular dining room with a terraced glass open-air dining deck above it commands an unobstructed vista of the course and of the bay. A spacious lounge, generous terrace, a grill, kitchen and other accommodations will make this building an exceedingly well appointed golf club house.

### Accident Rate Declines

THE Department of Playground and Recreation of Los Angeles, California, reports a yearly decline in the accident rate at municipal recreation centers as the result of emphasis on safety. The rate of accidents per 100,000 attendance has decreased from 2.54 accidents in the year 1925-1926 to .64 in the summer of 1933.

### Jacksonville's Play Day

ON November 25th the children of Jacksonville, Florida, enjoyed a fall play day program at Lackawanna Park held under the auspices of the Department of Public Recreation. Each team entered played seven different games, each against a different opponent. This plan was facilitated by having all the participants in two huge circles which revolved in opposite directions at five minute intervals, in this way coming face to face with a new opponent in a new game area, the leaders alone remaining stationery. Under this plan game areas must be uneven in number.

## at Play

## At the Tomb of the Unknown Soldier

Each year the seven national organizations which united during the war in the interests of the men in service conduct an Armistice Day service at the Tomb of the Unknown Soldier. This year the War Camp Community Service had charge of the ceremonial, and Frank R. McNinch, Chairman of the Federal Power Commission and formerly a member of the staff of the National Recreation Association, gave the principal address.

## Publicizing Leisure Time Facilities

(Continued from page 451)

surprising number of people who have no idea about our park system. Few people, comparatively speaking, know how close some of our Long Island parks are to the great metropolis. In the afternoons, particularly in warm weather and in the early evening when we enjoy the benefits of the daylight saving, it is a very easy matter to go by bus to some of the state parks which offer bathing facilities at very greatly reduced charges, and they are practically what we might call state playgrounds. Their facilities could be advertised and made known and I believe they would be used a great deal more than they are if people really understood first, where they are, and then, how easy it is to get to them.

Of course, you will have to have the full co-operation of the city, the Board of Education, the officers and colonels of the National Guard, and, as I said before, the trustees and the directors or the people in charge of these enterprises which are both entertaining and educational at the same time. I don't know whether we can go in for the community chorus or not. It might be tried in one of the armories.

In the discussion which followed Mr. Smith was asked whether it was advisable to try to secure at the present time more facilities such as Jones Beach. He said he believed half a dozen more such properties could be used, but with the present economic conditions it would be exceedingly difficult to acquire them. In his opinion little can be done to develop New York's waterfront until the problem of sewerage disposal is settled.

Mr. Smith urged again the importance of publicity for the facilities available and the desirability of the opening of museums and similar insti-

## At last - SAFETY - in a Swing Seat!

## Everwear Scores Again!



Patent Pending

No more serious danger from a swing seat IF it is the new, Ever-Wear

**Spring - Rubber  
Safety Seat  
No. SR-205**

All exposed and contact surfaces of the seat are soft, springy, tubular, corrugated, fabric-reinforced rubber. The five tubular rubber sections are interiorly reinforced by spring steel.

The suspension clevises are reversible, doubling the life of the seat.

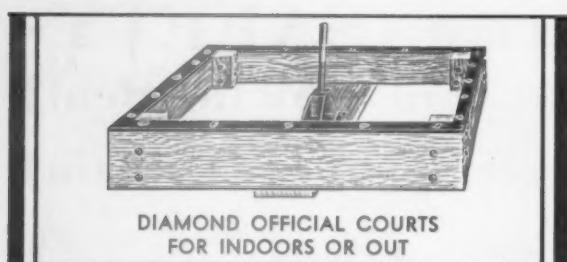
The seat is ventilated and all surfaces are non-slip.

Re-equip all old swing outfits and specify this seat for all new swings.




A complete line of approved Playground Apparatus, Beach and Pool Equipment. Write for new Catalog No. 24.

**The EverWear Manufacturing Co.**  
SPRINGFIELD, OHIO



**DIAMOND**

Pitching Horseshoes of special appeal to professionals. Excellent for amateurs. Just what's needed on a playground. Will stand up under severest treatment. Diamond Officials made straight or curved toe calk, hard or soft (dead falling). Junior model for ladies and children.

Eagle Ringer  
(patented)

**DIAMOND CALK HORSESHOE CO.**  
4610 Grand Avenue, Duluth, Minn.

tutions at night. He himself, he said, was a well grown man before he saw the inside of the Museum of Natural History because he never had time to go there.

### The Young Man and His Leisure

(Continued from page 456)

not know that there are gymnasia available. That is a lack of coordination in the local community. In other words, I don't know of any community where this thing is well organized so that these various services can be integrated. We certainly need the development along all three of those lines, particularly, I think, in the field of recreational guidance, a very important field which ought to be opened up; recreational guidance, which would enable you to guide the leisure time of special cases and of children in general, just in the same way as you give them vocational guidance. You don't have the knowledge, you don't have the facilities, you don't have facilities used that could be used in many cases, and you have an unwillingness to use facilities because they are not attractive and because leadership is not attractive. All those factors enter in, so that to improve your

program, you have to work to improve it all the way along the line. Just what you would do would depend again on the situation in a given local community.

MR. BRAUCHER: I would like to ask Professor Thrasher what kind of activities he finds most in demand by these boys in these particular areas? Is there any considerable demand for educational classes, more formal work?

MR. THRASHER: I think that demand has to be created and the work made attractive. But the chief demand in these areas is for athletic activity. That is a basis of appeal that never fails. On the other hand, there is no reason why the other types of demand could not be stimulated. I do not believe that leisure time activities are entirely a matter of self-expression, as I believe that they are educational primarily. Rather than giving the young people the opportunity to express themselves, we are as representatives of the community giving them an opportunity to be good citizens, as we have a certain selfish motive behind our recreational program, and a recreational program should be designed basically as an educative program, although incidentally they will find self-expression, and therefore work in the arts and crafts and music and all kinds of classes where you don't have the demand for it can be made attractive and it can be stimulated. You find great differences in different nationality backgrounds. You find Jewish boys, for example, are much more interested in literary societies and in that type of activity, whereas Italian boys are much more interested in athletics. The sort of program that may appeal to one may not appeal to the other.

MISS HOEY: Isn't it true that your money should go into leadership, because you have not money available for buildings in many areas?

MR. THRASHER: I agree with Miss Hoey that money invested in leadership is far more fruitful than money invested in buildings and equipment. You can make an old store a very attractive place if you have the right leadership even without equipment, that is being done all the time. On the other hand, you can have a very fine playground and if you don't have the leadership the playground itself may become a hang-out for gangs in the same way that a pool room becomes a hang-out. If you build a playground you have to expect to put enough money into leadership to be able to make the playground effective and that is very often what we haven't done. We have got the playgrounds and we don't support them.





## Why Experiment?

**Buy the Ball Your  
Fellow Coaches Use**



*Superior because:*

1. Nearer to regulation equipment.
2. Patented fool proof valve - no dust cap to lose - no metal edge to cut user - no complicated valve inside to replace.
3. Easy to inflate - with standard basketball pump.
4. Perfectly balanced.

MANUFACTURED IN SIX SIZES  
RELIABLE      PRACTICABLE      ECONOMICAL

### THE WEAVER SCHOLASTIC BALL

*Write or ask your dealer for prices*

**C. B. Webb Co.    200 Fifth Ave.    New York City**

MR. JOHNSON: Do you think that the interest which now holds boys in undesirable hang-outs can be readily transferred to places of wholesome recreation?

MR. THRASHER: I think there is no question about it at all. It has been demonstrated time and again that that can be done. Of course, there is always a tendency to bolt control in these sections. They would rather stay after twelve o'clock. They would rather play pool for money, and they resent rules. But the recreation that has been developed in these areas under proper leadership with proper support has demonstrated conclusively that properly organized it can compete successfully with the pool room, with the street, with the taxi-dance hall, with the candy store, with the gambling room, and any of the other adjuncts of the street which are so demoralizing in their influence.

#### Leisure in Its Relation to Crime

*(Continued from page 457)*

to how much its people are concerned with healthful, wholesome recreation and amusement.

MR. BRAUCHER: We have been having frequent cuts in budgets for recreation, and private contributions have been reduced. What would you do to educate public opinion to this whole question so as to keep up the appropriations for recreation, if you were responsible?

MR. MULROONEY: Publicity is the only answer, and your best argument is the condition of youth, how much it means to youth. You have to solidify all your support, meetings of the Board of Estimate or similar bodies, and investigate the necessity of such an appropriation.

MISS HOEY: Isn't it extraordinary that you can get money for corrective measures where you can't for preventive measures?

MR. MULROONEY: They spend thousands and thousands of dollars trying to reclaim criminals and will not spend some of the money and some of the time in attacking the evil at the roots.

#### Leisure and Crime Prevention

*(Continued from page 459)*

Now, lots of different things should be provided if children are to make a well-rounded use

of leisure. Of course you can't force a boy who is crazy about football to go in to a party, but with skillful guidance and clever work you can get the athletic boy or girl interested in other forms of recreation, and the bookish child persuaded to take up some athletic activity. Children cannot be expected without direction to select their recreation wisely, any more than they would a balanced food diet. The child who is early given an appreciation of good reading will have much of his leisure time taken care of profitably and pleasantly throughout life. Yet the books and magazines, like the motion pictures made most available for our boys and girls, can be described in general as "tripe," and provide little, if any, mental food on which sound tastes and life habits can be built up. Instead they are often productive of delinquencies. "Our Movie Made Children," by Henry James Forman, I would suggest for a popular summary of studies made by the Payne Foundation.

We should try to teach children how in their leisure time they can have fun, good health, find adventure, cultural and spiritual development. However, there is no quick and patent device to train children to use leisure wisely any more than there is to secure any other education. With adults the best we can do is to make recreation facilities easily available, if possible, as available in New York City as our public schools, and not just permit them to feel that they have got to go to Coney Island or Jones Beach or somewhere far off in order to have any recreational activity.

We have made marvelous beginnings in almost every direction in New York City in recreation, and we should extend those activities of the agencies that have given so many years to fine service before we develop new ones. But they ought to be extended, sometimes going out of the formal buildings into homes, where they can be secured for recreation, or into school buildings or churches or the different spots where the people can come together naturally in their own community.

### Leisure and Mental Hygiene

*(Continued from page 461)*

agree with you if the person who does the counseling has the adequate knowledge to do it and doesn't depend on the milk of human kindness and good intentions alone.

MISS FISHER: I think your exception is very well taken. The second question is this: Do you

think that in order for a leisure time pursuit to contribute to emotional security it is necessary for the participator to do the thing in question well?

DR. PRATT: No, I do not. Too much stress in many instances has been placed by recreation leaders in all fields on the excellence of the product. From a mental hygiene point of view, my own feeling is that that is distinctly secondary to the emotional release that comes from doing the job, whether it is done well or not. Now to some that is heresy, and I can only express it as my personal opinion.

### The Place of Drama in Leisure Time Life

*(Continued from page 463)*

"The Knights," was, I think, not really entirely out of order. I have already mentioned the possibilities that lie in dramatic activities for the learning and practice of other arts and crafts. Furthermore, being a democratic art, each group would be a sort of experiment in socialization, and would aid in the development of natural leaders so essential in a democracy. And finally, perhaps it is not too much to hope that out of a more wide-spread amateur practice of the art, a new and better professional art might spring. A nation of amateurs is sure to produce a higher professional art. Most of the great musical artists have been produced in older civilizations where amateur musicians are more numerous than they are in our own. And historically this has been true of the theatre. The historian Froude called attention to the fact that in Tudor England "there was acting everywhere," on the village green, in the baronial hall, in the courtyards of inns, and in the Inns of Court. As no great general, he says, was ever born in a race of cowards, so no great playwright was ever developed except in a people who were devoted to the drama. It was the wide-spread interest of all classes in England which made the path straight for Shakespeare's predecessors, and which made possible the triumphant expansion of his own many-sided genius.

If we encourage the wide-spread practice of dramatic art in our own country, aside from all the other values that are sure to follow, we may in that way find our Shakespeare.

Asked about the possibility of using schools as meeting places for groups interested in drama.

Mr. Smith said it was very difficult at the present time to secure the use of the schools because of the restrictions surrounding them.

To the question, "How could you set in motion an organization to get groups together?" Mr. Smith answered by suggesting that leaders might be sent about to gather together groups of people, employees in department stores, parents of teachers in school, social groups of many kinds, and to ask them whether they want to put on a play. They usually do, and after there has been some successful experience it is possible to build an organization. "Don't start with any organization but begin where people are." There might well be a central registration of men and women who would be glad to serve as volunteer leaders for dramatic groups.

A group should not consist of actors alone but mechanically-minded people, people interested in management, and artists of various kinds who are as important to the play as the players.

### Music As a Leisure Time Activity

(Continued from page 465)

growth in the adult. High school students in orchestras and choruses should be given information before they leave as to where their musical activities may be further carried on; opportunities should be given to adults to make music together, and many other avenues of effort should be opened up. Publicity in regard to this should be not only in office files but on every library bulletin board, in the press, and in every suitable public place.

Why are we so sure that music should be shown the same consideration as other important subjects in adult education? Is there a demand for music—a craving for this expression on the part of young men and women?

In 1923 I had an occasion to make an address in Washington. It was in the adjustment period after the war. People were eager to discuss what was and could be of real value in helping this adjustment. I can do no better than to quote from what I said at that time:

"Before the war it would have been difficult to say whether the United States was more a theatre-loving or a music-loving nation. But the great question which economic conditions forced upon all countries at that time had to be answered namely, what could the nation dispense with, what was it necessary to keep? . . . In America

## School Activities

*The National Extra Curricular Magazine*

Our Best Testimonial and proof  
of unusual Reader Interest —

*. . . the number of SCHOOL  
ACTIVITIES readers has in-  
creased 400% during the  
depression!*

Many of our readers tell us that their copies of SCHOOL ACTIVITIES are in constant demand not only in their schools but at church and other community functions.

Subscription Rate — only \$1.50 per year  
(\$1.25 Cash With Order)

THE SCHOOL ACTIVITIES PUB. CO.  
1013 WEST SIXTH STREET  
TOPEKA, KANSAS

the choice was made in unmistakable fashion, and music in all forms, in quantity and quality, developed and flourished as never before. The war disclosed the full force of the appeal which music has for the people of the United States."

I believe this statement to be equally true at the present time. We are now going through a period fraught with consequences as great as the period following the war. It is certain that the demand for music has not diminished but has *greatly increased* in these last ten years. The cultivation of a taste for music makes for better citizenship, finer living and a deeper spiritual growth, and I can conceive of no more satisfying use for leisure than to make music. To the best of my belief music has indeed been so regarded throughout the ages, in every country in the world.

### The New Leisure and the School

(Continued from page 467)

financial situation of the schools. The Board of Education's budget today, he said, is about \$20,000,000 less than a normal budget for education in New York City should be. In view of a budget of \$129,000,000 for the current year all except about \$7,000,000 is for personnel, the largest cut



### A Magazine for Instructors and Woodworking Students

● Class assignments, ready for the students, are at your command in *The Home Craftsman*. The working drawings are complete and unusually large. Every project is well illustrated with photographs and described in clear, simple words. Each one presented has actually been made, for it is only in the construction of a project that the mechanics can be simplified and flaws eliminated. Each issue carries small items for beginners, and larger ones for the advanced student. Workshop hints and short-cuts in procedure abound in every issue.

● A glance at the new number will show you why an instructor\* in Long Island, New York, said, "In the public schools I find your magazine more useful than any other on the market, and I try most all of them."

● A ten issue subscription will bring you nearly one hundred projects and workshop helps. *Send a dollar today!*

\* Name on request.

### THE HOME CRAFTSMAN

DEPT. R ♦ PLAINFIELD, N. J.

has come in this item. The result has been that a great many of the activities known as the "fads and frills" have suffered.

The community centers have been cut, the idea being not to cut the number of centers but the personnel. "Those of us," said Dr. Campbell, "who know about the operation of these centers from personal experience know that you can't cut personnel and operate the centers properly. Getting a mob into a school yard isn't conducting a recreation center. It's essential to have workers there who will properly guide the recreation if it is to have any lasting effect on the individual and the community."

Other cuts have been made by increasing the number of pupils per teacher. In the high schools in 1931 the ratio was one teacher for every twenty-eight pupils. The ratio today is one teacher for thirty-one and a half pupils. With 228,000 senior high school pupils this is a large item. The number of nights during which evening high schools are open has been cut from five to four and supplies have been cut to the bone. The Board of Education is faced with the problem of

having the State cut down its appropriation, with the result that between the school year of 1932 and the year 1933-34 the reduction in State aid was about \$7,500,000.

In reply to the question as to whether the schools are making any special studies regarding possible changes in curriculum or teaching methods in the face of the new demands, Dr. Campbell said that the Elementary Schools Division has been holding committee meetings for over two years. The high school teachers have been meeting for about a year and a half considering this problem. All of the committees are advocating a greater stress upon the emotional development of the child rather than the intellectual at this particular time.

Asked whether there was a great deal of red tape surrounding the use of school buildings for community purposes, as a number of those testifying had indicated, Dr. Campbell said he thought it was not red tape which could not readily be cut, and if it were preventing the use of the buildings something should be done to see that it is cut. He pointed out that the Board of Education is responsible for school property and can allow its use only under definite rules. The only charge made is for custodial service.

### Parks and Leisure Time

(Continued from page 468)

lawns and play fields and concert grove. A similar plan for Marine Park has been drawn with provisions for athletic fields, swimming, landscaping, sports and passive recreation, as well as active recreation.

Jacob Riis Park in the Borough of Queens, could be further developed providing additional facilities; Hunter Island, too, could be developed for recreational purposes. At the lower end of Van Cortlandt Park, possibly a Municipal Stadium could be erected, or at 208th Street and Seaman Avenue. Such a stadium could also be used for concerts, pageants, athletic sports, and school boy teams would not be compelled to hire at great expense, commercialized stadiums for their annual track meets, football and baseball games. There is additional land at Pelham Bay Park which could be developed as a public beach. On Staten Island there is a great deal of undeveloped land, and golf courses could be constructed to advantage. Our recreation piers could be enclosed in glass and heating plants installed so that we

could obtain some use of them during the fall and winter months. At the present time, they are only used approximately six months of the year.

In Crotona Park, the small lake could be converted into a swimming pool, the size of the beautiful swimming pool at Tibbett's Brook Park, Yonkers.

The solution of the problem of this committee will, I believe, be facilitated (1) by increasing facilities for the proper use of leisure time; (2) by increasing the personnel of the Bureau of Recreation; (3) by employing additional skilled mechanics to develop areas, direct field houses and public gymnasiums, and (4) by the cooperation of all social agencies.

Recreation means better health, better citizenship. Why not invest in parks and playgrounds? Now is the time to stress the importance of this subject to the general public, to civic organizations and the officials of all cities in the United States.

In the discussion which followed Commissioner Sheehy stressed the hardships which the budget reduction of more than \$500,000 for the current year had worked. The items now allowed in the budget include practically only salaries and the maintenance of animals. Additional materials come from work relief funds. It has been impossible to consider providing the many new facilities needed, such as baseball fields and other play areas, which appeal to young people from sixteen to twenty-one years of age who at this time especially need such opportunities. A system of night lighting on existing areas would help greatly in providing for this group.

### The Extension of the Work of Settlements

*(Continued from page 469)*

The second task of the settlements, as I have already pointed out, is a cultural one. Many of these activities could be carried on in school centers or under other public auspices. They range from Italian drama to chess, from cooking classes to basketball. Recreation and education are two aspects of the same thing—the development of the individual. They go together from childhood on. It is a truism that work must be play to be effective, and play must be work to get the most out of it. And this is true throughout life. Just as day schools must incorporate play into the pro-

gram, so evening centers may well furnish any activity that appeals to people who want to grow.

The third task of the settlement is, as has been said, the active participation in securing social changes beneficial to the masses of the population. The settlements have always been on the firing line of social change, having been attacked as too radical by conservatives and as too conservative by radicals. But they have worked for higher standards of living and more favorable work conditions, both in influencing public opinion and in direct legislative action. The only advantage, and this is a great one, they have had over many civic groups established for the same purpose, is the fact that they have been in close contact with the evils they have combated. First hand information is always the most valuable. The settlements, therefore, may well retain their primary function as groups of people living in city neighborhoods to arouse public opinion, to secure needed cultural and social services, with the hope that as people become more aware of the value of these services in the fields of health, recreation and the arts, the government will recognize the necessity of meeting these needs, and will see that they are met on a large and adequate scale. It may well be that these services can be managed so as not to fall wholly on the tax rate, but rather may be met, in part at least, by the users of services. A study of this aspect of the subject is much needed.

In conclusion, the relation of private to public service in this field of leisure-time activities is not a matter of dogmatic assertion on either side. It is a practical question of correlation in the interest of a common end.

Elaborating on her suggestion that there be organized workers at large—"salesmen of leisure-time activities"—Mrs. Simkhovitch said it would be highly desirable to have numbers of these local organizers scattered around the community. It would be their function to find out what activities existed, arouse the interest of people in them, and secure their participation.

### Leisure and Creative Art

*(Continued from page 470)*

ate jaded minds and discouraged minds. It can soothe tired nerves and exhausted bodies, but most of all it can bring a new self-confidence into the lives of people who have never been required to be individuals. For people who have been cogs in the machine there can be opportunity for in-

## Read This Letter

"When I moved in as Director of Crystal Pool, Glen Echo Park, Maryland, right under my arm I carried your complete Reference Book — Notable Swimming Pools and Guide to Equipment and Supplies.

"This Guide has served me dozens of times already. It is, indeed, the Pool Bible.

"(Signed)

"CAPT. EDW. H. MCCRAHON."

NOTE: Before becoming Director of Glen Echo, Capt. McCrahon was for seven years manager of Spa Municipal Pool and Beach, St. Petersburg, Fla.

## Send for a Copy To-day

THIS \$2.00 VOLUME WILL BE SENT FOR 54 CENTS IN STAMPS. IF THE SUPPLY HAS BEEN EXHAUSTED UPON RECEIPT OF YOUR STAMPS, SAME WILL BE RETURNED

Hoffman-Harris, Inc.

114 E. 32nd STREET :: :: NEW YORK CITY

dividual growth, for individual proof of ability to do some one thing well, the reaching out and expending of self to take in more of the life around and apply it creatively. The Art Workshop believes that a practical application of leisure is the providing of opportunity for the creative arts.

Mindful of the utilitarian tendency of our lives, of the thought trends of our people, the Workshop teachers are chosen because of their understanding of the social problems of their students, economic and spiritual, as well as for ability as artists and teachers. For a successful project in the arts the teaching method is of importance. The goal is self-expression not absolute perfection of technic.

The forces of standardization in America today often make individual effort seem difficult and meaningless. The use of leisure for *active* and not passive application along the lines of individual performance is one of the wisest ways of leisure. The arts used creatively provide one of the most constructive, as well as one of the most provocative, roads for the growth of the individual.

As an indication of the desire of people for such creative activities as the art workshop provides, Miss Leslie said that very little publicity was given to the initiation of the project when it was started four years ago. Nevertheless it was necessary to turn away 800 people as only 100 could be accommodated at that time.

Asked about the possibility of using the art rooms and services of the public school, Miss Leslie said it would be highly desirable to do this and that it might stimulate school officials to undertake similar projects after school hours. To insure maintaining high standards in the event of such activities being maintained by tax funds in public buildings, Miss Leslie said there should at the beginning be a joint understanding between some of the organizations which have been working on these problems and the school center. Enough experimentation, Miss Leslie feels, has gone into the project to make available a great deal of material to any school center interested in undertaking a program.

## The Leisure Time Services of the Jewish Community Center

(Continued from page 472)

program of the Jewish center is designed to help the members of our own group to find their adjustment and satisfactions in the larger community. Its approach to this objective is twofold. The Jewish center seeks to bring into the lives of its members the finest ideals of American life. It seeks also to strengthen in its members a devotion to their own traditions and ideals, so that they may do their part in enriching the culture of our great city.

The activities which I have sketched in a broad way are conducted in varying patterns in the individual centers. These centers are not to be regarded, however, as isolated units. In Greater New York they are held together—some thirty—as members of the Metropolitan League of Jewish Community Associations, and nationally—some three hundred—they are held together by the Jewish Welfare Board. The objects of these central organizations are to raise the standards of work, to attract and train competent leaders, both lay and professional, to bring them into larger fellowship, to promote their understanding in the community at large. Even when banded together they do not stand alone. They are part of a much larger complex of leisure time organizations, all



of which are dedicated to the development of free, healthy, happy, and useful personalities in America. These voluntary organizations constitute an essential element in the social program of a new America.

### Activities for Men

*(Continued from page 476)*

serving on various committees or as volunteer leaders of activity groups.

It should be pointed out that the Y.M.C.A. is an educational agency devoted to the development in men and boys of character and personality, motivated by Christian ideals. An important feature of its program has to do with answering inquiries of young men on all kinds of topics. Consequently, much attention is given to information bureaus. Along with information there is available the counsel of experienced adults.

One of the main opportunities of the Y.M.C.A. in connection with the larger leisure lies in such counsel as helps young men to better understand their own complex problems and to make constructive plans for solving them. This process involves a vast amount of personal interviewing, there being some 20,000 such interviews in the one month of last October.

It will be seen that it is entirely impossible in ten minutes to make any adequate tour of inspection of these Y.M.C.A.'s, which for more than eighty years have been pioneering in helping young men and boys to make the best possible use of their marginal time. It may not be out of place to state in closing that in spite of great handicaps, loss of skilled personnel and diminished financial support growing out of the depression, these Y.M.C.A.'s are eager to carry on. With economic recovery already on its way, with an increase in volunteer services of laymen, with extra technical help, with adequate financial support, these organizations will go on increasingly serving youth in respect to free time and good character. In the field of young men and boy life they are planning to be of still larger usefulness with the increasing leisure growing out of recovery and progress in the new era.

In the discussion which followed it was explained that until 1927 most of the activities of the Y.M.C.A. were within the walls of buildings. Since that time there has been a combination of outside and inside work, the purpose being not to attempt to do anything which is being done elsewhere as well as the Y.M.C.A. might do it. The

Association is maintaining a number of so-called non-equipment workers who work out in the community using facilities outside of Y.M.C.A. buildings. One branch has no building but uses club rooms in schools, club buildings, small churches and other places. The results of this program have been found very satisfactory.

### Facilities for the Leisure of Young Women

*(Continued from page 479)*

must be what the individual chooses to do, I must insist that the door at least be opened to intelligent choice. In so far as we achieve this we shall bring into our every day lives that which we all need—"knowledge and beauty and ideals, books and pictures and music, song and dance and games, travel and adventure and romance, friends, companionships and exchange of minds, contact with all that has been said and done by the aristocracy of the human mind and soul through all the ages."

In reply to the question whether she thought any part of the work she had described might be carried on by a public agency or should be privately maintained, Miss Fields said she felt it might be done by both. There are some people who prefer to get their leisure time activities in a particular group with the members of which they have common interests. Some prefer to have them in other ways. There are many people for whom the mingling of the social motive with the educational is more important than a sense of belonging. Some people who will not go to a school for a particular class like very much to attend a class with a group of people they know and like and take the same course which might be had much nearer home with less effort. Some of the girls who use the Carroll Club most live farthest away from it.

### Our Public Libraries and the New Deal

*(Continued from page 483)*

#### New Interests Created

Thousands who have never had jobs and who are in danger of getting habits of idleness are caught in the reading rooms of these libraries because they want to read to get away from themselves. They cannot afford to buy the cheap magazines and so are there given the first stimulus toward thinking since leaving school. Contact with the worth while crowds out the time wast-

## Magazines and Pamphlets

( Recently Received Containing Articles  
of Interest to the Recreation Worker )

### MAGAZINES

- The Epworth Highroad*, September 1933  
You Can Build Good Times, by Lynn Rohrbough  
A Give-Away Party
- The Journal of Health and Physical Education*, October 1933  
What Are Educational Frills? by Marvin S. Pittman  
Pageantry, a Vehicle of Self-Expression, by Marjorie Kelly and Gwendlyn Drew  
Let the Dance Section Serve You! by Mary P. O'Donnell  
The Story of Speedball for Women, by Helen M. Barton  
The Use of Physical Capacity Tests in a Small City System, by Harry G. Oestreich  
Touch Football—the Fall Sport for Boys, by Edward J. Storey  
Soccer Meets the Newer Needs, by John Edgar Caswell  
Bolo Ball
- The Instructor*, October 1933  
Physical Activities in Rural Schools, by Katherine B. Peavy and G. Darwin Peavy
- The Guardian*, October 1933  
Pick-Your-Pilot Party  
Party Favors, by Helen J. Biggart  
Hobbies
- The Parents' Magazine*, December 1933  
A Christmas Pageant in Three Rehearsals, by Helen Perry Curtis
- The Epworth Highroad*, January 1934  
Games Around the World, by Lynn Rohrbough
- The Nation*, November 1, 1933  
The Physical Director and the Depression, by Katherine Ferguson
- The Nation's Schools*, November 1933  
New Secondary School Designed to Serve Both Educational and Community Needs, by Charles L. Spain
- Child Study*, December 1933  
Riding a Hobby at College, by Walter Kahoe  
Books of the Year for Children, by Mrs. Hugh Grant Straus
- The Epworth Highroad*, December 1933  
Fun in the Game Room, by Lynn Rohrbough
- Parks and Recreation*, November 1933  
Building Ski Jumping Hills, by Harold A. Grinden  
Basketball  
Fishing in the Union County Parks

### PAMPHLETS

- Bibliography of School Buildings, Grounds and Equipment*  
By Harry Lester Smith and Forest Ruby Hoffinger  
Bulletin of the School of Education, Indiana University, Bloomington, Ind.  
Vol. IX, No. 3, June 1933. Price \$5.00
- Calendar Covering Staff Instructions for 1933*,  
Albany, N. Y.
- A Summer-Camp Experiment*, by G. Watson James  
*Art at Keewaydin*  
Reprints from *The American Magazine of Art*  
American Federation of Arts, Barr Building, Washington, D. C.
- New York State Parks*  
Available from State Council of Parks, State Office Building, Albany, N. Y.

er's attraction. Not only do these readers find fiction but also books on recreational methods for getting the best from out-of-doors. Again, the books on handicraft are reviving forgotten handicraft in some individuals and groups. Others, through books, are learning to entertain themselves instead of being entertained, and to develop talents and desires through avocations.

The fact that there are dozens of reserves on books on rug making, raising tropical fish, wood carving, bee keeping, gardening, rabbit raising, pigeon raising, sewing, knitting, embroidery, fancy cooking, landscaping and a hundred and one of the things that men and women and boys and girls can make and do in their leisure time at home and abroad, show the desire of these people for an outlet to a hidden talent or an accomplishment of a secret desire.

Recreation goes farther than entertainment, for in many of these who drift to the library through sheer boredom, there is stirred a spark of desire for self-improvement, and the books on trades and sciences, on literature and history, are as popular as the latest novel and have a long list of reserves that in former days were accorded only to the best seller in fiction. Many of them are turning to government and economics for, as one boy said "Well, we will have to clean it up, you older people have certainly made a mess of things." Our libraries are converting these coming citizens into persons who at least want to think instead of being blind revolutionists demanding change with violence. Those who are now groping not so blindly, after all, may in time become thinkers.

Said a man when told that a book which he needed badly couldn't be bought because of lack of money, "I may cost the state much more than that if I can't get some of those things now."

As never before libraries are a factor in the daily life and welfare of the people and the community, and often a bulwark against misfortune. Adult education, recreation, leisure-time occupation and means of further education are not today academic subjects, nor do they engage the attention of the welfare worker and educator alone. They are living and vital problems of the people at large and the immediate concern of the community, state and nation, so that the peace and happiness of the people may survive second only to the feeding, housing and clothing of the destitute and re-employment of the unemployed. Libraries are the keystones of the great part of this work.

## New Books on Recreation

### Spend Your Time -- New York's Resources for the Use of Leisure

Compiled by the Parent-Teacher Association of Lincoln School, Teachers College, Columbia University. \$1.00.

**T**HIS SPLENDID compilation of New York's leisure-time services lists opportunities for participation in fine and applied arts, drama and dance, music, libraries, science, and parks, playgrounds and athletic facilities. There are also sections on radio education, places of historic interest, civic institutions, stamps, coins and photography, transportation, communication and commerce. Supplementary references include adult education centers, reading lists, guides to New York, foreign culture activities, and special trips. It is in every sense of the word an indispensable book for all interested in New York's resources for the use of leisure.

### I'm Busy

By Maude Dutton Lynch. Houghton, Mifflin Company, Boston. \$1.50.

**A** BOOK WRITTEN in popular style for children, with many activities attractively presented. There are suggestions for such varied activities as making tree houses and cave houses; for playing automobile show when sick in bed; for home-made card games, for the care of pets and for the making of scrapbooks, charts and maps. One chapter is devoted to parties, such as an animal party and an Indian powwow. There are many attractive illustrations.

### Motion Pictures and Youth

The Macmillan Company, New York.

**T**HE INFLUENCE of motion pictures upon children and youth has been the subject of thoroughgoing research by the Committee on Educational Research of the Payne Fund at the request of the Motion Picture Research Council. The studies were designed to secure authoritative and impersonal data which would make possible a more complete evaluation of motion pictures and their social potentialities. The result of the studies, published in a series of volumes, throw much light on the subject. "The Emotional Responses of Children to the Motion Picture Situation," by Wendell S. Dysinger and Christian A. Ruckmick are discussed in a volume recently published in which also appears "Motion Pictures and Standards of Morality," by Charles C. Peters (\$2.00). In connection with the findings on emotional responses to children the report states: "Our records are clear on this point: profound mental and physiological effects of an emotional order are produced. The stimulus is inherently strong and undiluted by post-

adolescent critical attitudes and accumulated and modifying experiences."

There has also been published a summarizing volume which contains in addition to the summary, "Motion Pictures and Youth," by W. W. Charters, a section on "Getting Ideas from the Movies" by Perry W. Holaday and George D. Stoddard (\$1.50). The solution of the moving picture problem, the reports point out, have not been studied in these fact finding investigations. "There is no single solution or formula that will meet the situation. . . . The situation points unmistakably to the establishment by the producers of a children's department whose primary function will be to experiment, to invent, to try out, to eliminate, to press persistently until they produce proper solutions to the problem. . . . The simple obligation rests upon those producers who love children to find a way of making the motion picture a beautiful, fascinating and kindly servant of childhood."

### The Modern Hand Book for Girls

By Olive Richards Landers. Greenberg, Publisher, New York. \$1.50.

**A** PRACTICAL BOOK designed to help the modern girl from eight to eighteen make the most of her time and appearance, develop inner resources and provide herself with many hours of happy activity. There are many suggestions dealing with physical things such as her health, appearance and dress. And there is, in addition, much information on music, art, dancing, reading, personality development, social etiquette and entertaining. A storehouse of information is offered on hobbies and handcraft, on cooking, dressmaking, millinery and gardening. Chapters are included on marionette plays, glee clubs, orchestras and other leisure-time activities. The book represents an unusually comprehensive collection of things of interest to the girl and intimately related to her life.

### Games for Small Lawns

By Sid G. Hedges. J. B. Lippincott Company, Philadelphia. \$1.25.

**H**OW TO GET the most fun from a small lawn is the problem discussed in this practical book. It offers suggestions for more than seventy games none of which are out of the question for lawns not larger than seven by fourteen yards. Many of them can be played in smaller spaces. The games have been classified as net games, other regular games, occasional games, team games, miscellaneous games and lawn party programs. Official rules are given for a number of games, and the author tells in some instances how the equipment may be easily made. There are many illustrations.



**Picture-Puzzle Posters.**

By Frances Rogers, Ray Long and Richard R. Smith. New York City. Price \$1.50.

Picture-Puzzle Posters present a new handcraft that appeals alike to children and grownups. The book consists of "poster keys" and colored cut-outs, which when fitted properly in place upon the "key" make a gay picture. Beneath each poster key is a sprightly conundrum that is fun to try to guess before attempting to make the poster. Parents who have children at that paper-paste-and-scissors stage will find that this book offers not only pleasureable occupation for the child, but also an aid towards developing his sense of color and proportion. The posters take constructive effort to complete, and the child will be delighted when he finds that he has two of each poster—one to be left in his book and the other to be cut out and framed for his room. He may obtain framing materials from the publishers for 35 cents. There is enough ingenuity demanded in working out the puzzle-posters to appeal to adults. The leader of a social evening who is looking for new ideas will find she can make a novel and interesting game from Miss Rogers' book. It also fits well into an arts and crafts program, affording an entertaining and educational project in poster making.

**The Modern Dance.**

By John Martin. A. S. Barnes & Company, New York. \$1.50.

In this book the author attempts to give a full explanation of the modern dance, its distinguishing characteristics, and the ways in which it differs from other types of dancing. With this as a starting point, the author discusses dance forms and the relation which exists between the dance and other arts. The volume should prove particularly interesting to teachers and students of the dance.

**Snap Judgment.**

By Herbert E. Marks and Jerome S. Meyer. Simon & Schuster, Inc., 386 Fourth Avenue, New York. \$1.00.

Amusing entertainment which tests memory and power of recognition is offered here. How good is your memory for people, famous paintings and well known buildings? This game will test it to the limit.

**The Popular Book of Entertaining.**

By V. C. Alexander. J. B. Lippincott Company, Philadelphia. \$1.00.

There are eighty-one games and competitions and seven playlets in this book which is full of suggestions for party programs for young and old. Story competitions form an interesting section.

**Community Activity Manual.**

A Program of Recreational Activities and Leisure-Time Guidance. Published by the General Boards of the M. I. A., Salt Lake City, Utah. \$50.

This is the second activity manual issued by the M.I.A. presenting a recreation program for the use of community activity committees. It contains a study of recreation as it pertains to various age groups and to the community as a whole, courses in dancing, drama, music, public address, storytelling and conversation, and suggestions for M.I.A. events, holidays and special occasions. While the book is designed for the use of a special group, it contains much of interest to recreation workers in general.

**Standards for Junior High School Buildings.**

By N. L. Engelhardt. Bureau of Publications, Teachers College, Columbia University, New York City. \$1.50.

In this book, prepared for use in connection with the Strayer-Engelhardt score card for junior high school buildings, detailed information on sites and layout of

grounds offers much of interest to recreation workers. "To carry out a program for the junior high school no site of less than ten to twelve acres will suffice," states the report. "The aim in planning play fields should be to provide a variety of outdoor activities and in such numbers that most of the pupils can be occupied at one time in different types of recreation." The report contains diagrams for all the major sport courts and fields and gives specifications for construction. Standards for the construction of the buildings themselves include suggestions for gymnasiums, assembly rooms, stages, household arts and industrial arts departments, wood working rooms, drawing, music and art rooms and similar facilities.

**Dance As An Art-Form.**

By La Meri. A. S. Barnes & Company, New York. \$1.50.

The story of dancing in many countries is told in this interesting book which begins with a defense of dancing followed by a brief history of Occidental dance art, the ballet dance, the free dance, the ethnologic dance, Eastern dances, the Spanish dance, European national dances, and American dances. The book concludes with an unusually complete glossary of terms and a bibliography.

**Athletics for Girls.**

Prepared by Department of School Health and Physical Education of the National Education Association. Published by National Education Association, 1201 Sixteenth Street, Washington, D. C. \$10.

This pamphlet dealing with principles and policies has been published in an attempt to answer some of the questions asked by people who are concerned with athletics for girls. Although designed especially for the use of administrators and teachers in junior and senior high schools it will be of interest to recreation workers, physical directors, parent-teacher associations and similar groups and all who are working for the welfare of girls.

## Officers and Directors of the National Recreation Association

**OFFICERS**

JOSEPH LEE, President  
JOHN H. FINLEY, First Vice-President  
JOHN G. WINANT, Second Vice-President  
ROBERT GARRETT, Third Vice-President  
GUSTAVUS T. KIRBY, Treasurer  
HOWARD S. BRAUCHER, Secretary

**DIRECTORS**

MRS. EDWARD W. BIDDLE, Carlisle, Pa.  
WILLIAM BUTTERWORTH, Moline, Ill.  
CLARENCE M. CLARK, Philadelphia, Pa.  
HENRY L. CORRETT, Portland, Ore.  
MRS. ARTHUR G. CUMMER, Jacksonville, Fla.  
F. TRUBEE DAVISON, Locust Valley, L. I., N. Y.  
MRS. THOMAS A. EDISON, West Orange, N. J.  
JOHN H. FINLEY, New York, N. Y.  
HUGH FRAYNE, New York, N. Y.  
ROBERT GARRETT, Baltimore, Md.  
AUSTIN E. GRIFFITHS, Seattle, Wash.  
WILLIAM HALE HARKNESS, New York, N. Y.  
CHARLES HAYDEN, New York, N. Y.  
MRS. CHARLES V. HICKOX, Michigan City, Ind.  
MRS. FRANCIS DELACY HYDE, Plainfield, N. J.  
GUSTAVUS T. KIRBY, New York, N. Y.  
H. MCK. LONDON, Indianapolis, Ind.  
MRS. CHARLES D. LANIER, Greenwich, Conn.  
ROBERT LASSITER, Charlotte, N. C.  
JOSEPH LEE, Boston, Mass.  
EDWARD E. LOOMIS, New York, N. Y.  
J. H. MCCURDY, Springfield, Mass.  
OTTO T. MALLERY, Philadelphia, Pa.  
WALTER A. MAY, Pittsburgh, Pa.  
CARL E. MILLIKEN, Augusta, Me.  
MRS. OGDEN L. MILLS, Woodbury, N. Y.  
FREDERICK S. TITSWORTH, New York, N. Y.  
MRS. JAMES W. WADSWORTH, JR., Washington, D. C.  
J. C. WALSH, New York, N. Y.  
FREDERICK M. WARBURG, New York, N. Y.  
JOHN G. WINANT, Concord, N. H.  
MRS. WILLIAM H. WOODIN, JR., Tucson, Ariz.